

**The School District of Hardee County,
Florida**

**Professional Development System
and
Master Inservice Plan**

2012-2013

BOARD MEMBERS

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Hardee County District Schools

Professional Development System and Master Inservice Plan

Introduction

According to Section 1012.98 (4) (b) (4) Florida Statutes, each School District shall “include a master inservice plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources.” The Master Inservice Plan (MIP) focuses on alignment of the plan to the Florida Department of Education Professional Development System Evaluation Protocol, a set of standards for professional development programs and activities at the district, school, and individual level. The plan will provide the framework for ensuring and communicating the planning, delivery, follow-up, and evaluation methods for the adopted district components.

The Hardee County School Board has established and maintains a comprehensive Professional Development System and inservice training program for all administrative, instructional, and support employees. This System is aligned and linked with student and instructional personnel needs, the Florida Professional Development System Evaluation Protocol Standards, and the National Staff Development Council’s Standards for Staff Development. The Professional Development System Master Inservice Plan is approved by the Board and is updated as needed.

The purpose of the Professional Development System is to enable the school community to meet state and local student achievement standards and the state education goals and to succeed in school improvement. Inservice activities are designed to:

- Increase the success of educators in guiding student learning and development so as to implement state and local educational standards, goals, and initiatives,
- Assist the school community in providing stimulating educational activities that encourage and motivate students to achieve at the highest levels and to become active learners; and
- Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

This System was developed in consultation with regional and state personnel who will also be consulted for technical assistance and evaluation of professional development programs.

Rationale for Professional Development

A recent publication from the National Staff Development Council, *Designing Powerful Professional Development for Teachers and Principals*, makes a strong case for professional development:

First, quality teaching makes a difference in student learning. Second, the professional learning of teachers and principals is a central factor in determining the quality of teaching. And third, district structures and culture that surround the school play a critical role in determining the quality of professional learning experienced by teachers and principals. Quality teaching in all classrooms and skillful leadership in all schools will not occur by accident.

High quality staff development driven by a compelling vision of student learning and a data-based assessment of current reality is essential if teachers [and principals] are to consistently apply in their classrooms [and schools] the findings of the most recent research of teaching and learning [and leading]. (Sparks, Dennis; NSDC, 2002)

Implementation of Professional Development System

The Professional Development System is implemented at three levels: the individual educator, the school, and the district. Implementation standards developed by the Florida Department of Education appear in Appendix A. Standards for each level are organized around Planning, Learning, Implementing, and Evaluating.

Training Needs and Target Audiences

This Professional Development System is based on formal and informal assessments of training needs in the district, local schools, and departments and on individual interest. Training needs for administrative, instructional, and support personnel will be identified and prioritized based on the following:

- Student achievement data
- School discipline data
- School environment surveys
- Assessments of parental satisfaction
- Annual performance appraisal data of teachers, managers, and administrative personnel
- School Improvement Plans, including the School Professional Development Goals
- District and School Technology Plans
- Annual School Reports
- AdvancEd / Southern Association of Colleges and Schools (SACS) reports
- School Board and legislative requirements
- Audits

Target audiences for inservice activities will be determined by reviewing the above named formal and informal needs assessments.

Implementation Support

Inservice activities will be coupled with implementation support that is appropriate to accomplish district-level and school-level improvement goals and standards. Implementation options to ensure transfer to students of content and skills learned include but are not limited to those shown below:

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research
- Collaborative Planning Related to Training, includes Learning Community
- Participant Product (may include lesson plans, written reflection, audio/videotape, case study, or samples of student work)
- Lesson Study Group Participation
- Electronic – Interactive
- Electronic – Non-Interactive

Evaluation

Professional development programs will be evaluated continuously in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations will consider the impact of activities on the performance of participating educators and their students' achievement and behavior.

Administrative Personnel Inservice

Inservice activities for school administrative personnel address the updated skills necessary for effective school management and instructional leadership. These activities are described in the Human Resources Management Development (HRMD) Plan, part of the Professional Development System but located in a separate document.

Individual Professional Development Plans for Instructional Personnel

Principals are required to establish and maintain an Individual Professional Development Plan for all instructional personnel (Appendix C). Principals will verify to the Coordinator of Staff Development that plans have been established and are being maintained. Each Plan must:

- Be related to specific student performance data for those students to whom the teacher is assigned
- Define the inservice objectives
- Define specific measurable improvements expected in student performance as a result of the inservice activity
- Include an evaluation component that determines the effectiveness of the professional development plan.

The Individual Professional Development Plan appears below.

Hardee County District Schools

Individual Professional Development Plan

The School Board of Hardee County

<h1 style="margin: 0;">IPDP</h1> <h2 style="margin: 0;">Individual Professional Development Plan</h2>			
Name: Teaching Assignment: Date:	<input type="checkbox"/> Initial <input type="checkbox"/> Final Review	School:	School Year:
Date for Follow-up Meeting to Review Progress:			
School Improvement or Performance Appraisal Area Improvement Goal: Please specify.			
Professional Growth (Development) Objective: Must include clearly defined professional development objectives.			
Expected Impact on My Job Performance (Student Outcomes): What specific and measurable evidence (improvements in student performance) will there be to indicate that my professional objective(s) have been met?			
Professional Development Activity(ies): May include workshops, study groups, action research, coaching, mentoring, reading resources, self-study, classroom observations/collaboration, activities related to the Hardee County Curriculum, subject content or teaching methods, technology, assessment and data analysis, classroom management, school safety or other.			
Evaluation of Professional Development Plan: Describe the student Performance data to be used to demonstrate objective accomplishment. Must measure the extent to which each professional development activity accomplished student performance gains expected to result from the training activity(ies).			
Assistance and/or Resources Required:			
Collaborating Personnel (if applicable):			
Teacher's Signature:	Date:	Peer Teacher's Signature (if applicable):	Date:
Appraiser's Signature:	Date:	Other Educator/or ACT Mentor's Signature:	Date:

"The School Board of Hardee County complies with State Statutes on Veteran's Preference and Federal Statutes on non-discrimination on the basis of race, color, sex, religion, national origin, age, handicap, disabilities, or marital status.

Budget

Funds to support professional development activities are provided as required by FS 1011.62 and the annual General Appropriations Act. Other funding sources strengthen the System including:

- School Improvement allocations
- Additional local operating funds
- Title I, Part A
- Title II, Part A
- Heartland Educational Consortium grants and programs
- Other competitive private, state, and Federal grants

Availability to Nonpublic or Non-employed Personnel

Inservice activities may be made available to instructional personnel of nonpublic schools in the district and to state certified teachers who are not employed by the district school board. Fees may be charged not to exceed the cost of the activity per all participants.

Master Inservice Plan

The Master Inservice Plan is updated annually by September 1 and approved by the School Board. The 2006 Legislature passed House Bill 7087 that created a new section of law related to F.S. 1011.67 - Funds for Instructional Materials. The purpose of the law was to ensure that district school boards have approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs. Written verification that the Plan has been approved and meets all requirements will be submitted annually to the Commissioner by October 1.

Components developed after the annual approval of the Plan shall be approved as an amendment of the Plan by the School Board and shall meet the criteria listed below.

A. Component Areas

The Master Inservice Plan includes all inservice educational components for all employees from all fund sources. These components include, but are not limited to, the following areas:

1. Staff development activities for the implementation of School Improvement Plans,
2. Professional Education Competence (PEC) Program staff development activities,
3. The Master Inservice Plan includes the approved add-on certification programs noted below.

English for Speakers of Other Languages (ESOL) endorsement
Athletic Coaching endorsement
Gifted Education endorsement
Reading endorsement

B. Learning Methods

A variety of options are available for delivery of professional development, including:

1. Workshops
2. Electronic, Interactive
3. Electronic, Non-Interactive
4. Learning Community/Lesson Study Group
5. Independent Study
6. Structured Coaching/Mentoring

C. Component Requirements

Each component shall remain in the Plan for a period of at least five (5) years and shall include:

1. Title,
2. An identifying number assigned in accordance with Department of Education (DOE) Information Data Base Requirements,
3. The maximum number of inservice points to be awarded for successful completion of the component,
4. A description of general and specific objectives and activities to be completed, and
5. Component evaluation criteria for determining:
 - a. Successful participant completion,
 - b. The degree to which specific objectives have been addressed by the component activities as determined by the participants and component leaders, and
 - c. The effect of the inservice education and training in the educational setting.

D. Inservice Points

Inservice Points awarded for successful completion of a component shall be assigned as follows:

1. One (1) inservice point shall be equivalent to one (1) clock hour of participation,
2. Points awarded for completion of college credit shall equate to inservice participation as follows:
 - a. One (1) semester hour shall equal twenty (20) inservice points, and
 - b. One (1) quarter hour shall equal thirteen (13) and one-third inservice points.

3. Professional development activities are both district-based and school-based. The person who arranges the activity is responsible for submitting records to the District Staff Development Office to document inservice points.

E. Annual Review

An annual review of the previous year's program operations shall be made. The quality and effectiveness of professional development programs are evaluated in order to eliminate ineffective programs and strategies and to expand effective ones. The impact of an activity on the performance of participating educators and their students' achievement and behavior is considered.

F. Master Inservice Plan Records

1. Master Inservice Plan records shall be maintained and data shall be reported as required by the DOE Information Data Base Requirements.
2. Information shall be maintained for each component/activity to include the following:
 - a. Dates the component/activity was delivered,
 - b. Names of component/activity leaders,
 - c. Names of participants and performance records,
 - d. Evaluation of the component/activity, and
 - e. Criteria for successful completion.
3. Information shall be maintained as per the DOE Information Data Base Requirements for each participant to include the following:
 - a. Two digit district number in which the staff member is currently employed,
 - b. Four digit school number indicating primary administrative reporting unit,
 - c. Social Security Number,
 - d. Survey Period Code (Always 5),
 - e. Fiscal year the activity was completed,
 - f. Component number,
 - g. Number of hours of participation,
 - h. Transaction Code indicating the appropriate action with respect to the district's data base reporting records:
 - A = Add Record,
 - C = Update Record,
 - D = Delete Record
 - i. Two digit district number in which the staff member completed the activity,
 - j. Primary Purpose of the inservice:
 - A = Add-On Endorsement,
 - B = Alternate Certification,
 - C = Florida Educators Certificate Renewal,

D = Other Professional Certificate/License Renewal,
E = Professional Skill Building,
F = W. Cecil Golden Professional Development for School

Leaders

G = Other PD for School Leaders

k. Learning Method of the inservice,

- Workshops
- Electronic, Interactive
- Electronic, Non-Interactive
- Learning Method/lesson Study Group
- Independent Study
- Structured Coaching/Mentoring (may include on-on-one small group instruction by a coach/mentor with a teacher with specific learning objectives)

l. Implementation Method.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action research related to training (should include evidence of implementation)
- Collaborative Planning Related to Training, Includes Learning Community
- Participant Product (may include lesson plans, written reflection, audio/videotape, case study, or samples of student work)
- Lesson Study Group Participation
- Electronic – Interactive
- Electronic – Non-Interactive

G. Components

1. A listing of the Master Inservice Plan Components appears in Section E and is maintained in the District Personnel Office by the Inservice Secretary. This list shows all components that may be offered in the District; components must be maintained in a district's Master Inservice Plan for five years. Not all components are used every year; some will be dropped once their five-year period has expired.

Endorsements

Specific components clearly communicate to our customers the details of a specific training program. Generic components provide for a broader scope of learning within an area. Each generic component in the Master Inservice Plan provides for a maximum of 120 inservice points for successful completion of inservice training with the component. Inclusion of the district's approved add-on certification programs is a requirement of the Master Inservice Plan. The School District of Hardee County currently has three (3)

major endorsement programs: English for Speakers of Other Languages (ESOL), Gifted, and Reading. These programs allow many of our instructional personnel to obtain certification in one of these high-need areas. Endorsements differ from a regular certification obtained by taking university coursework or passing a State Subject Area Test in that they do not require additional coursework or professional development for renewal. Endorsement authority is granted to the school district by approval of the Florida Department of Education on a five-year cycle.

Professional Development System Protocol Standards Evaluation

Florida Department of Education conducted evaluation of the Hardee County Professional Development System in April 2006 and October 2008. The Third Cycle of evaluation will be repeated in 2013.

HARDEE COUNTY SCHOOLS PROFESSIONAL DEVELOPMENT PROCEDURES – TEACHERS

The Hardee County Schools IPDP will be completed in the fall indicating your professional development needs and will be reviewed midyear. To meet these needs you may be attending professional activities on site (School and/or District) or off site (Online Courses, Workshops, Trainings, etc.). In order to ensure that you receive inservice points, you will need to follow the procedures outlined in this document. A record of your inservice points is kept in the Navigator Plus Track module and can be accessed at <http://navplus.nefec.org>.

Off Site PD Activities: Online Courses, Workshops, Trainings, Seminars, School Visits, Etc.

If you plan on attending a professional development activity off site, you will need to do the following:

1. **Complete an Application for Conference Participation form.**
 - a. Attach activity information that includes the location of the activity, the registration form, and the agenda.
 - b. Make hotel reservations if it is necessary to stay overnight. Be sure to retain hotel information that includes hotel address, number of nights, cost per night, etc.
2. Give **Application for Conference Participation form** with documentation to your principal for approval. The principal will sign the form indicating permission to attend the activity.
3. Once approval is received
 - a. **Make your hotel reservations**, if you have not already done so.
 - b. **Complete a leave form** indicating TD (Temporary Duty) , attach activity information, and submit it to your Principal for signature. After the form is signed, it will be given to the appropriate school staff for processing.
4. After you return from the activity, you will need to:
 - a. **Complete a travel reimbursement form.** A copy of the agenda must be attached to the reimbursement form for auditing purposes. Meals are not reimbursed if a meal was included in the registration fee. This applies even if you did not attend the breakfast, lunch, or dinner included in the registration fee.
 - b. **Give the travel reimbursement form with proper documentation to the principal for signature.** The principal will send the form to the district office for processing. Important: complete all sections including required signatures.
 - c. **Complete the Evaluation of Conference Participation form for inservice points documentation..**
 - d. **Give the Workshop Evaluation Form to your Principal for approval.** The Principal will forward the documentation to the District PD Secretary.

On Site PD Activities: District-wide Activities and School-wide Activities
Participants Complete an IPDP in the Fall, meet with principal/assistant principal for a

midyear review, and sign off at year end.

1. No Prior Approval forms are needed for on site trainings.
2. Sign in at every session of the activity activity.
3. Complete the workshop evaluation form for the activity.
4. Document your participation in the inservice activity for your IPDP.

Hardee County District Schools

Individual Professional Development Plan

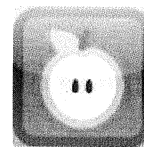
The School Board of Hardee County

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PD 360 FAQ's



What is PD 360? PD 360 is an on-demand library of professional teacher development resources that uses technology to make learning more effective, convenient, and sustainable. It has over 200 hours of video content that can be accessed 24/7 from the PD 360 website. PD 360 is great tool to use to introduce new content or to serve as a follow-up to content that has already been delivered. It features many renowned educational consultants such as Phil Schlechty, Robert Marzano, Rick and Rebecca DuFour, Tom Guskey, Rick Stiggins, David Sousa, Doug Reeves, Michael Fullan and many others.

What topics are available in PD 360? To find all the videos categorized by topic, go to

http://www.schoolimprovement.com/download/PD360_Content_list.pdf

How do I log onto PD 360? Go to <http://www.pd360.com> Use your Hardee County School Board email address to log onto the site. This is the address that ends in hardee.k12.fl.us. Your initial password is pd360. You will be directed to change your password as soon as you log on for the first time. If you are a new employee with the Hardee County School District and can't log on, please contact Jan McKibben at jmckibben@hardee.k12.fl.us, and she will verify your employment and add you as a user. Please tell her your full name, work location and email address. If you have changed work locations, please notify her of your new work site.

How do I learn to navigate the PD 360 website? Once you are logged into PD 360, look on the left hand side of the page under "Central Office". You will see a Focus Folder marked, *How to Use PD 360?*. Open that folder and then click on the video entitled, *PD 360 Training, Functions and Features*. A short video tutorial will begin to play with directions for navigating the website.

How can PD 360 be used? PD 360 videos can be viewed individually or more preferably, with groups of educators who share common purpose or goals. The content in PD 360 can be used as part of a workshop or as a resource for professional learning communities. Best of all, the content can be used as follow-up to a professional development workshop that has already occurred to help educators remember what was learned and see strategies in action.

What is the PD 360 Learning Community and how do I become a part of that? The PD 360 Learning Community allows you to communicate with professionals from all across the nation, within our state, district or even within your school, on topics that are of interest to you. How do you access it? First, open the Focus Folder entitled, *How to Use PD 360?* The second video entitled *PD 360 Training, Learning and Community* will show how to access the Learning Community. You can also use the Help Button inside the Learning Community and it will give you more details.

Can I earn inservice points for using PD 360? PD360 is a resource teachers can use to enhance their PLCs or IPDPs. It is also expected that the activities must be aligned to the School Improvement Plan. Inservice points can only be awarded when it is confirmed that new learning has occurred and has been implemented. Because PD360 is a resource, (much like a book or journal article) one is not able to earn points for simply watching videos or participating in any of the other resources available through the website. However if the teacher and his/her administrator create a **plan of action** that includes a video series to complete (including reflection and follow up questions), and followed by an **implementation** plan to confirm that the teacher is implementing what has been learned, then the administrator can sign off on the Hardee County **Application for Conference Participation and Evaluation for Conference Participation**. The completed action plan, Participation and Evaluation Forms and Individual Detailed PD360 Reports must be submitted to the Personnel Department before inservice points can be awarded.

For more information about PD 360, contact the District Inservice Office..

**THE SCHOOL DISTRICT OF HARDEE COUNTY
MASTER INSERVICE PLAN 2012-2013**

PROFESSIONAL DEVELOPMENT SYSTEM REQUIRED DATA ELEMENTS

All professional development activities must align with the State-identified Inservice Education Primary Purposes, Learning Method, Implementation Methods, and Evaluation Methods.

PROFESSIONAL DEVELOPMENT PRIMARY PURPOSE

CODE	DESCRIPTION
A	Add-on Endorsement
B	Alternative Certification
C	Florida Educators' Certificate Renewal
D	Other Professional Certificate/License Renewal
E	Professional Skill Building
F	W. Cecil Golden PD for School Leaders
G	Other PD for School Leaders

PROFESSIONAL DEVELOPMENT LEARNING METHOD

CODE	DESCRIPTION
A	Workshop
B	Electronic, Interactive
C	Electronic, Non-Interactive
D	Learning Community/Lesson Study Group
F	Independent Study
G	Structured Coaching/Mentoring (may include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives.)

PROFESSIONAL DEVELOPMENT IMPLEMENTATION METHOD

CODE	DESCRIPTION
M	Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
N	Independent Learning/Action Research related to training (should include evidence of implementation)
O	Collaborative Planning Related to Training, includes Learning Community
P	Participant Product (may include lesson plans, written reflection, audio/videotape, case study, or samples of student work)
Q	Lesson Study Group Participation
R	Electronic – Interactive
S	Electronic – Non-Interactive

PROFESSIONAL DEVELOPMENT EVALUATION METHOD, STUDENT

CODE	DESCRIPTION
A	District Developed/Standardized Student Test Results
B	Results of School/teacher-Constructed Student Test
C	Portfolios of student work
D	Observation of Student Performance
F	Other Performance Assessment
G	Did Not Evaluate Student Outcomes

PROFESSIONAL DEVELOPMENT EVALUATION METHOD, STAFF

CODE	DESCRIPTION
A	Changes in Classroom Practices

B	Changes in Instructional Leadership Practices
C	Changes in Student Services Practices
D	Other Changes in Practices
Z	Did Not Evaluate Staff Outcomes

THE SCHOOL DISTRICT OF HARDEE COUNTY

MASTER INSERVICE PLAN

2012-2013

Administrative Regulations for Professional Development

The following procedures shall be followed for professional development:

1. Professional development for all employees is an essential element in Hardee County's program of Human Resource Development. The program addresses the professional needs of the district's staff through needs assessments; provides for resources to meet inservice needs; evaluates activities implemented to meet those needs and assesses the impact upon programs, participants and students.
2. All staff development activities implemented must be part of the Hardee County Master Inservice Plan in accordance with SBER 6A5.071.
3. Each school shall develop annually a staff development plan which shall help meet objectives of the School Improvement Plan developed by the School Advisory Council and based on a local needs assessment. All inservice expenditures shall be consistent with the Board approved Master Inservice Plan and Finance Department procedures.
4. When a District inservice education program occurs on a professional duty day or a part thereof for the designated personnel, the participant's attendance shall be registered as required by those in charge. Absence from a required inservice training program must be covered by the appropriate and approved leave.
5. The District's Staff Development Department shall accept or send inservice credit for any staff member for which credit was earned during his/her certificate validity period, utilizing the appropriate forms with required signatures, from or to any Florida school district or agency that has an approved Master Inservice Plan.

STATUTORY AUTHORITY:

1001.42, 1001.43, F.S.

THE SCHOOL DISTRICT OF HARDEE COUNTY
MASTER INSERVICE PLAN
2012-2013

The Florida Educator Accomplished Practices

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;

- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - f. Applies technology to organize and integrate assessment information.
- (b) Continuous Improvement, Responsibility and Ethics.
1. Continuous Professional Improvement. The effective educator consistently:
- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices; and
 - f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

STANDARDS for PROFESSIONAL LEARNING

learningforward/NSDC

Revised 2011

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

- Engage in continuous improvement
- Develop collective responsibility
- Create alignment and accountability

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- Develop capacity for learning and leading
- Advocate for professional learning
- Create support systems and structures

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

- Prioritize human, fiscal, material, technology and time resources
- Monitor resources
- Coordinate resources

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

- Analyze student, educator, and system data
- Assess progress

- Evaluate professional learning

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- Apply learning theories, research, and models
- Select learning designs
- Promote active engagement

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

- Apply change research
- Sustain implementation
- Provide constructive feedback

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

- Meet performance standards
- Address learning outcomes
- Build coherence

Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author.

Florida Professional Development Protocol Standards
Third Cycle

Protocol Standards –Third Cycle

The protocol standards were updated for the third cycle to reflect current law and changes in the field of professional learning. The third cycle standards are listed below.

1. EDUCATOR LEVEL

1.1. Planning

1.1.1. Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.

1.1.2. Administrator Review: The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.

1.1.3. Individual Professional Development Plan: The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

1.2. Learning

1.2.1. Learning Communities: The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.

1.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

1.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

1.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

1.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

1.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

1.2.7. Coordinated Records: Educators have easy access to up-to-date records of their professional learning.

1.3. Implementing

1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.

1.3.2. Coaching and Mentoring: Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.

1.3.3. Web-based Resources and Assistance: The district provides educators with web-based resources and assistance to support implementation of professional learning.

1.4. Evaluating

1.4.1. Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.

1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

1.4.3. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.

1.4.4. Evaluation Methods: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

1.4.5. Use of Results: The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.

2. SCHOOL LEVEL

2.1. Planning

2.1.1. School Needs Assessment: At least annually the school identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data.

2.1.2. Reviewing Professional Development Plans: The school administrator meets with individual educators to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, school, content areas, or the whole school.

2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.

2.1.4. Generating a School-wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research- and/or evidence-based professional development aligned to identified classroom-level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.

2.1.5. Individual Leadership Development Plan: School administrators create and implement Individual Leadership Development Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Individual Leadership Development Plan.

2.2. Learning

2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' IPDPs and the school and district goals for student achievement.

2.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

2.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

2.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

2.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

2.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

2.2.7. Coordinated Records. School administrators regularly generate and review reports on faculty participation in professional learning.

2.3. Implementing

2.3.1. Implementation of Learning: The school provides follow-up support to facilitate implementation of professional learning in the workplace.

2.3.2. Coaching and Mentoring: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

2.3.3. Web-based Resources and Assistance: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.

2.4. Evaluating

2.4.1. Implementing the Plan: At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.

2.4.2. Changes in Educator Practice: The school conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.

2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.

2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

2.4.5. Use of Results: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3. DISTRICT LEVEL

3.1. Planning

3.1.1. District Needs Assessment: At least annually the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data.

3.1.2. Generating a District-wide Professional Development System: Based on identified professional learning needs, the district generates a district-wide Professional Development System that is research- and/or evidence-based, specifies how the plan will be evaluated, and aligns with the Florida Protocol Standards, identified student and educator learning needs, educators' level of development, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, annual performance appraisal data, discipline data, school environment surveys, assessments of parental satisfaction, other performance indicators, and the district strategic plan.

3.1.3. Research/Evidence Basis: The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.

3.1.4. Content Standards for Student Outcomes: The district's professional learning supports implementing state-adopted content standards for student outcomes.

3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.

3.1.6. Leadership Development: The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.

3.1.7. Non-instructional Staff: The district plans, delivers, supports, and evaluates professional learning for non-instructional staff to enhance job performance according to the Florida Protocol Standards.

3.1.8. Professional Learning Facilitators: The district's system of professional learning includes dissemination of the Florida Protocol System to all staff who plan and facilitate professional learning.

3.2. Learning

3.2.1. Learning Communities: The district supports and encourages professional learning in collaborative teams of educators.

3.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

3.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

3.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

3.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

3.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

3.2.7. Coordinated Records: The district maintains up-to-date, easily accessible records on all professional learning that provide data for certification and inservice points for all staff.

3.2.8. District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

3.2.9. Learning Organization: The district fosters and develops the maximum potential of all employees through professional learning.

3.3. Implementing

3.3.1. Implementation of Learning: The district provides a follow-up support system to facilitate implementation of professional learning in the workplace.

3.3.2. Coaching and Mentoring: The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

3.3.3. Web-based Resources and Assistance: The district supports the implementation of professional learning through district and school web-based

resources and facilitates educator awareness of and access to district web-based resources.

3.4. Evaluating

3.4.1. Implementing the System: The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's Professional Development System is implemented.

3.4.2. Implementation of Learning: The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the work place.

3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.

3.4.4. Evaluation Measures: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

3.4.5. Use of Results: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3.4.6. Fiscal Resources: The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals.

3.4.7. Student Gains: The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education's district accountability system.

APPLICATION FOR CONFERENCE PARTICIPATION

APPLICATION
FOR
CONFERENCE PARTICIPATION

NAME _____ SS # _____

SCHOOL or DEPT. _____

CONFERENCE TITLE: _____

CONFERENCE DATE(S) _____

CONFERENCE LOCATION: _____

CONFERENCE SPONSORED BY: _____

CONFERENCE TARGET GROUP(S) _____

STATEMENT OF NEED FOR THE PARTICIPANT: _____

SPECIFIC OBJECTIVES TO BE ADDRESSED: _____

PARTICIPANTS SIGNATURE: _____ /
DATE

APPROVED BY: _____ /
DATE

(OFFICE USE ONLY)

APPROVED BY: _____ /
DIRECTOR or DESIGNEE DATE

MASTER INSERVICE PLAN COMPONENT NUMBER _____

EVALUTION OF CONFERENCE PARTICIPATION

EVALUATION
OF
CONFERENCE PARTICIPATION

NAME _____ SS# _____

SCHOOL or DEPT. _____ POSITION _____

CONFERENCE TITLE _____

CONFERENCE DATE(S) _____

CONFERENCE TARGET GROUP(S) _____

No. OF HOURS SPENT IN PARTICIPATION _____ (INSERVICE OR
REQUIRES AT LEAST 10 HRS OF PARTICIPATION (EXCLUDING LUNCH).

LIST SPECIFIC OBJECTIVES YOU ACHIEVED WHILE ATTENDING THIS
WORKSHOP, CONFERENCE OR SEMINAR, ETC. _____

PLANS FOR APPLYING ACHIEVED OBJECTIVE IN YOUR WORK SETTING
ARE: _____

_____/_____
PARTICIPANTS SIGNATURE/DATE SUPERVISOR OR PRINCIPAL/DATE

(OFFICE USE ONLY)

APPROVED ___ NOT APPROVED ___ CONTENT ___ GENERIC ___ POINTS ___

_____/_____
DIRECTOR or DESIGNEE/DATE

COMPONENT #