



411 for Staff Development

Eileen McDaniel, Chief, Educator Recruitment, Development & Retention

September 2015



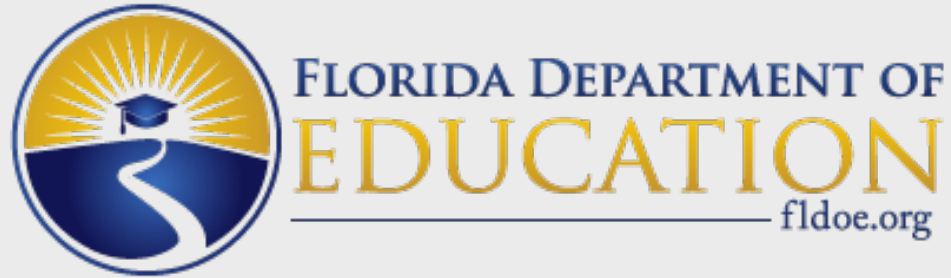
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Burning Questions...

www.FLDOE.org



Every Florida teacher and leader is prepared, developed, supported and supervised by educators who make teaching better.

Q & A

- Future of Professional Learning in Florida
 - ✓ PD Protocol Standards
 - ✓ PD Redesign Committee
- High Quality MIP Components
- Redesign Clinical Educator Training
- Recertification – SWD Requirements
- Alternative Certification Programs
- PD for PD Staff
- Florida School Leaders website
- Survey 5 – MIS Requirements for PD and Evaluation Systems
- Your Turn – More questions/answers



Future of Professional Learning

Future of Professional Learning in Florida

- Professional Development Evaluation Protocol Standards – Monitoring
 - ✓ Standards Redesign in 2014-15
 - ✓ Suspension of Monitoring Visits
 - ✓ PD Redesign Committee to examine Standards & Other PD Issues

PD Redesign Committee

➤ PD Redesign Committee

- Comprised of educators & other stakeholders
- Focused on dramatically improving adult learning in all our schools
- Make recommendations
 - Teacher certificate renewal and relationship to professional development/master inservice points
 - Title II-A expenditures
 - Instructional coaching
 - Local policies related to professional development
 - Florida Professional Development Evaluation Protocol Standards & Reviews



Small Group Discussion



High Quality Master Inservice Plan Components

HQMIP Components

Districts can develop MIP components that:

- Require High Quality (HQ) PD practices in knowledge acquisition (learning) phase (e.g. modeling, practice, research)
- Support the shift to school-based professional learning focused on study and repetitive implementation

HQ MIP Components

- **High Quality MIP Components increase capacity to change the “game” by focusing on**
- High quality professional learning processes
 - Systems aligned to standards and state and district initiatives
 - Job-embedded professional learning
 - Supporting work of professional learning communities
 - Results that yield highly effective performance levels of educators

HQ MIP Components

➤ **Number of Points Linked to Participation Hours ****

- The total includes hours allocated to training/knowledge acquisition processes and hours allocated for job-embedded implementation leading to successful implementation of targeted practice(s)

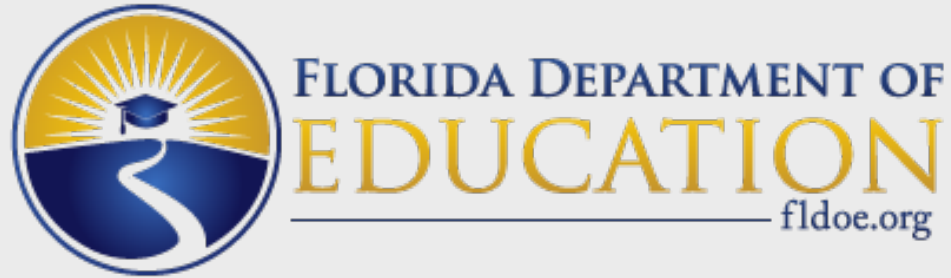
** Aligned to Staff Data Base Element “215258” – Participation Hours

10 HQMIP Features

1. Title
2. Description
3. Links to Priority Initiatives (17)
4. Protocol Standards
5. Impact Area
6. Specific Learner Outcomes (Follow-up)
7. Learning Procedures/Methods
8. Implementation/Monitoring Procedures
9. Impact Evaluation Procedures
10. Use of Component Evaluation Findings



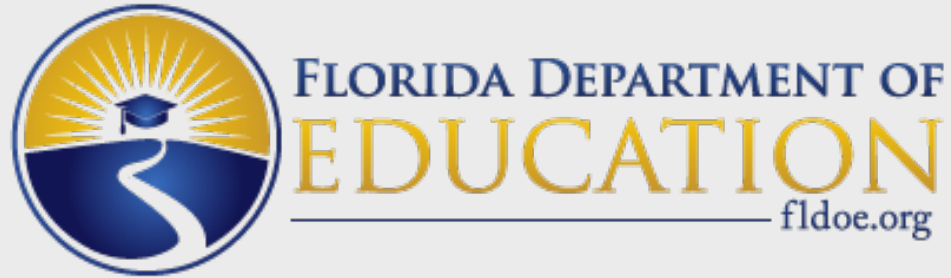
Small Group Discussion



Recertification: SWD Requirements

Recertification - SWD Requirements

- Applies to all renewals of teaching certificates as of July 1, 2014
- 1 semester hour college credit/20 inservice points in instruction of/teaching students with disabilities
- School districts determine if course content appropriate
- Legislation in 2014 allows for “banking” of inservice points for professional development training regarding instructional strategies for working with students with disabilities
- “Banking records” are local
- No expiration on points that have been banked
- Appropriate renewal requirements, **including the requirement for credit in teaching SWD**, are completed prior to expiration of the Professional Certificate



Clinical Educator Training Redesign

Clinical Educator Training Redesign

- Redesign committee
- Participated in a three-day workshop to plan the new Clinical Educator curriculum
- Worked in teams to develop content to teach the eight skills
- Reviewing and finalizing the curriculum
October 27
- Spring 2016: train state facilitators/conduct multiple train-the-trainer sessions

The Redesign Team

Bryan Zugelder	Executive Director, Undergraduate Affairs and Partnerships	University of Central Florida
Gloria Pelaez	Director, Teacher Prep & Accreditation	University of Miami
Lorraine Cross	Professor	Florida Atlantic University
Marie Byrd	Associate Professor	University of South Florida Sarasota-Manatee
Theresa Vernetson	Retired	University of Florida
Ana Othon	Principal	Miami-Dade
Cassandra Murphy Atkins	Instructional Staff Developer	Pinellas
Christina McPherson	Principal	Monroe
Debbie Cooke	Executive Director	Florida Association for Staff Development
Nadia Winston	Principal	Osceola
Patricia Transue	i3 Induction Coach	Broward County Schools
Sangeetha Wollet	Program Specialist	FLDOE
Jason Graham	Director, Professional Development	FLDOE
Eileen McDaniel	Bureau Chief	FLDOE

Eight Skills of Highly effective coaches, clinical educators and instructional leaders:

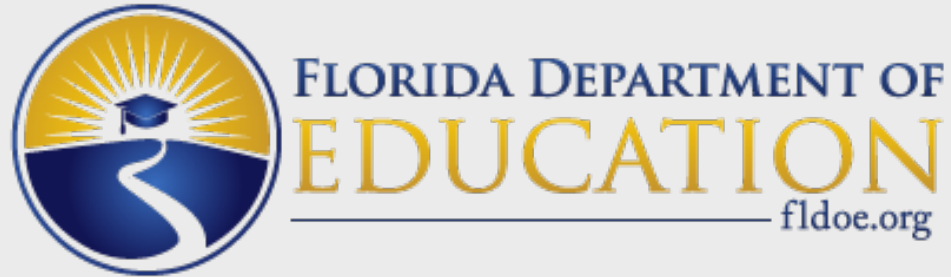
- Apply a growth mindset to their work with developing professionals
- Use a range of interpersonal communication skills and tools (including active listening, matching, etc.) to provide feedback, coaching and support to improve teaching
- Conduct lesson planning conferences that result in the developing professional having a standards-aligned objective, an end-of-lesson formative assessment, and aligned activities/tasks designed to ensure student mastery on the task

Eight Skills of Highly effective coaches, clinical educators and instructional leaders:

- Are expert observers and diagnosticians of teaching and learning issues
- Have evidence-based, non-evaluative conversations about teaching and learning
- Use real-time/active coaching skills to improve instruction in the moment
- Use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps
- Follow-up on agreed-upon next steps to support their implementation and identify next level of work issues



Small Group Discussion



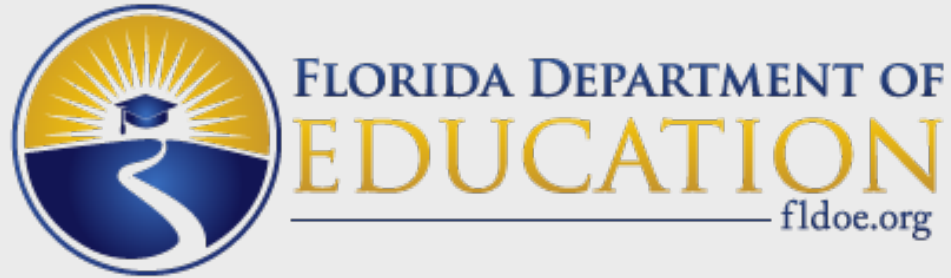
Alternative Certification Programs State-Approved Teacher Preparation

Alternative Certification Programs

- Multiple pathways to a Florida Professional Certificate
- Three “state-approved” teacher preparation programs
 - ✓ Traditional – initial teacher preparation (ITP) – colleges & universities
 - ✓ Educator Preparation Institutes – alternative/requires bachelor’s or higher degree – colleges, universities, private providers
 - ✓ Professional Development Certification Programs (formerly “district alternative certification programs” – 55 school districts/23+ with active participants
- Statutory and State Board Rule changes
- Accountability System for Continued Program Approval

Alternative Certification Programs

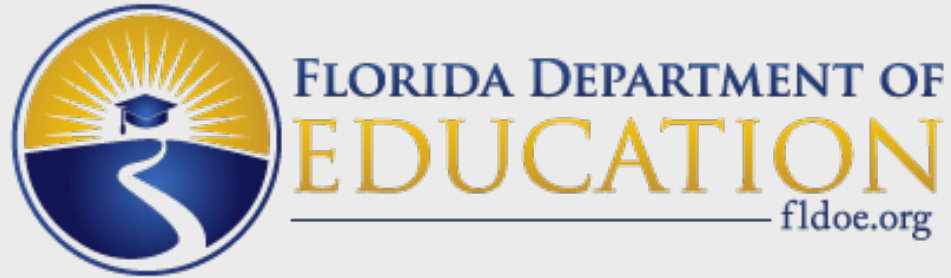
- Up to six performance metrics with performance targets
 - ✓ Placement
 - ✓ Retention
 - ✓ Student Performance on Statewide Assessments (VAM)
 - ✓ Student Performance by Subgroup Performance
 - ✓ Results of Teacher Evaluations
 - ✓ Production of Critical Teacher Shortage Areas (bonus area/points)
- Increased reporting requirements
- Increased reliance and use of student performance data
- District-Teacher Preparation Program Partnerships - Critical
- Use of District Teacher Evaluation System to assess skills of teacher preparation program candidate/participant



Professional Development for PD Staff

Professional Development for PD Staff

- Florida focus – Mindset (Carol Dweck)
- Topics of high interest:
 - ✓ The Mirage (TNTP)
 - ✓ Teachers Know Best (Gates Foundation)
- PD Sessions – interactive webinars
 - ✓ Pre-reading on critical, high-interest articles
 - ✓ Opportunities to discuss in small facilitated groups in electronic chat rooms
- Interest???
- Seeking topics

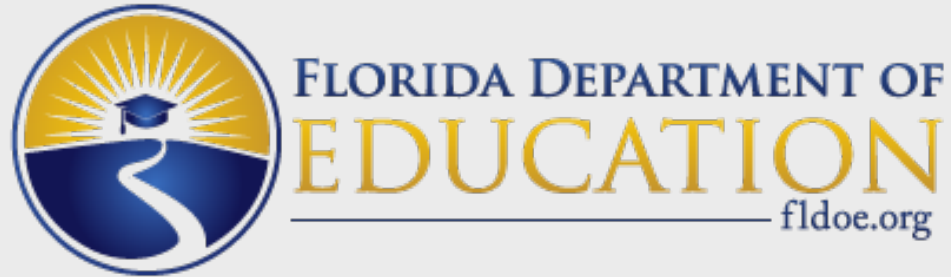


Florida School Leaders Website

www.FLDOE.org

Florida School Leaders Website

- www.floridaschoolleaders.org
- Sign in through “single sign-on”
- Redesign of website to focus on school leaders
- Needs???
- Interests???



Survey 5: Reporting PD Systems & Evaluation Systems

Survey 5 Reporting: Evaluation Elements

- Changes in Staff Reporting
- <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2015-16-staff-info-system/index.shtml>
- Scroll to “Personnel Evaluations”/multiple elements
- Minimal changes/clarifying language for 2015-2016
- Use of data to drive improvements
- Questions: askeias@fldoe.org

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS VOLUME II:
AUTOMATED STAFF INFORMATION SYSTEM
AUTOMATED STAFF DATA ELEMENTS

Year: 2015-16

Data Element Number: 221807

Data Element Name: Personnel Evaluation, Instructional Practice Component

A two-digit code (two decimal places are assumed) indicating the percent of an instructional staff member's evaluation that is based on instructional practice, as defined in Section 1012.34(3)(a)2, Florida Statutes.

The percent reported for the Personnel Evaluation, Instructional Practice Component must be greater than or equal to 33 or less than or equal to 67.

Code	Definition/Example
------	--------------------

Notes: Employees who are not instructional staff or instructional staff members who were not evaluated should be coded 00.

Length: 2

Data Type: Numeric

Year Implemented: 1112

State Standard: No

Use Types:

State Reporting: Yes

Local Accountability: Yes

Formats Required:

Staff Demographic Information DB9 27x

Surveys Required:

Survey 5 Yes

Appendixes:

None

Description of Changes:

7/1/2015	Codes	Deleted examples of codes to avoid confusion on actual two-digit codes reported.
7/1/2015	Definition	Included another paragraph to the definition.
1/2/2014	Formats Requi	Moved data element from the Staff Fiscal Year Salaries format to the Staff Demographic Information format.
7/1/2012	Examples	Added examples for two-digit coding.
7/1/2012	Notes	Revised note to delete reference to charter school employees' exemption.
2/20/2012	Notes	Updated "Note" to include language for charter school exclusion.
11/22/2011	Notes	Updated "Notes" to include instructional staff members who were not evaluated.
6/1/2011		New element.

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS VOLUME II:
AUTOMATED STAFF INFORMATION SYSTEM
AUTOMATED STAFF DATA ELEMENTS

Year: 2015-16

Data Element Number: 221806

Data Element Name: Personnel Evaluation, Instructional Leadership Component

A two-digit code (two decimal places are assumed) indicating the percent of a school administrator's evaluation that is based on instructional leadership, as defined in Section 1012.34(3)(a)3, Florida Statutes.

The percent reported for the Personnel Evaluation, Instructional Leadership Component must be greater than or equal to 33 or less than or equal to 67.

Code **Definition/Example**

Notes: Employees who are not school administrators or school administrators who were not evaluated should be coded 00.

Length: 2
Data Type: Numeric

Year Implemented: 1112
State Standard: No

Use Types:
State Reporting: Yes
Local Accountability: Yes

Formats Required:
Staff Demographic Information DB9 27x

Surveys Required:
Survey 5 Yes

Appendices:
None

Description of Changes:

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Survey 5 Reporting: PD Elements

- Changes in Staff Reporting
- <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2015-16-staff-info-system/index.shtml>
- Scroll to “Professional Development”/multiple elements
- Minimal changes/clarifying language for 2015-2016
- Use of data to drive improvements
- Questions: askeias@fldoe.org

Year: 2015-16

Data Element Number: 215263

Data Element Name: Professional Development Credits, Primary Purpose

A one-character code to describe the primary expected use of the master Inservice points that result from the professional development. Where multiple purposes are anticipated, code the one purpose or application which 50% or more of completers are expected to use.

Code	Definition/Example
A*	Add-on Endorsement
B	Alternative Certification
C	Florida Educators Certificate Renewal
D	Other Professional Certificate/License Renewal
E**	Professional Skills Building – Non-Instructional
F***	W. Cecil Golden Professional Development Program for School Leaders
G****	Approved District Leadership Development Program
H*****	No certification, job acquisition or retention purposes

*Note: An out-of-field teacher for whom the most critical and primary purpose of the inservice is "add-on" endorsement.

**Note: All Non-Certified personnel should be included in this category.

***Note: As part of an approved district leadership development program, professional development offerings provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.061(2)(d)1

****Note: As part of an approved district leadership development program, professional development offerings NOT provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.061(2)(d)1

*****Note: Use for components in the district's master plan that are not intended to be used for any of the other purposes listed.

Length: 1

Data Type: Alphabetic

Year Implemented: 0203

State Standard: No

Use Types:

State Reporting: Yes

Local Accountability: Yes

Formats Required:

Staff Professional Development DB9 36x

Data Element Number: 215253

Data Element Name: Professional Development, Implementation Method

Surveys Required:

Survey 5 Yes

Appendices:

None

Description of Changes:

7/1/2015 Codes	Grammatical correction to codes R and S.
7/1/2015 Definition	Revised language in definition.
7/1/2014 Codes	Updated definitions for existing codes and added a new code.
7/1/2014 Definition	Added more language to the definition.

Data Element Name: Professional Development, Learning Method

A one-character code to describe the primary means (50 percent or more) of supporting the delivery of the professional development components priority learning goals.

Code	Definition/Example
	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	Electronic, Interactive (Includes facilitation supporting development/application on the job)
	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (LDP), or School Improvement Plans (SIP)
	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Appendixes:

None

Description of Changes:

7/1/2014	Codes	Updated definitions for existing codes and added new codes.
7/1/2014	Definition	Added more language to the definition.
7/1/2013	Codes	Modified definitions to all existing codes and Added codes H and I.



Your Turn – Questions???



Stay Informed

www.FLDOE.org

Stay Informed...

➤ Professional Development Directors Listserv

- Inform PD Directors of:
 - Current issues
 - Announcements
 - Reminders of upcoming events
- Paperless Communication System/Memos
 - <http://data.fldoe.org/communications>
 - Select topics...but be certain to include K-12 Staff Development
- District Staff Development Directors contact list
 - <http://www.fldoe.org/profdev/pdf/staffdev.pdf>
 - Shared with PD vendors
- FDOE website: <http://www.fldoe.org/profdev/inserv.asp>
- Florida School Leaders website:
<https://www.floridaschoolleaders.org/fslPortal/index.aspx>

Contact Information

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