Every Florida teacher and leader is prepared, developed, supported and supervised by educators who make teaching better.
Updates & Initiatives/Topics

- Personnel Evaluation Systems & State Board Rules Update
- Evaluation Systems & PD Systems
- Future of Professional Learning in Florida
- Clinical Educator Program Redesign
- District School Leadership Preparation Programs (Level II certification)
- Florida School Leaders Redesign
- Odds & Ends
Personnel Evaluation Systems &
State Board Rules Update
Personnel Evaluation - No Change

• Districts remain responsible for measuring student performance in all grades and subjects. (s. 1008.22, F.S.)

• The performance of students component in each teacher’s and principal’s evaluation must be based on that teacher’s or principal’s students. (s.1012.34, F.S.)
Personnel Evaluation – No Change

• For courses assessed by the state for which a state growth model has been selected (currently FSA and Algebra I), each district must base the performance of students component on the results of the state growth model.
Personnel Evaluation - Change

• Districts are no longer responsible for creating assessments of specific types in courses not measured by statewide standardized assessments. (s. 1008.22, F.S.)

• Instructional evaluations (s. 1012.34, F.S.) require the following components:
  • At least 1/3 based on performance of students
  • At least 1/3 based on instructional practice
  • Allows for the inclusion of other indicators of performance.
Personnel Evaluation - Change

• Administrative evaluations (s. 1012.34, F.S.) require the following components:
  • At least 1/3 based on performance of students
  • At least 1/3 based on instructional leadership
  • Allows for the inclusion of other indicators of performance.

• Districts may determine the combination of data included in the performance of students component based on the teacher’s teaching assignment. (s. 1012.34, F.S.)
Personnel Evaluation - Change

• For courses not assessed by the state and courses with statewide assessments without a state-adopted growth model, districts have the flexibility to use all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.)

• Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription, as required by the district school board. (s. 1012.98, F.S.)
Personnel Evaluation - Change

• Data from the 2014-15 Florida Standards Assessment must be used in teacher and principal evaluations (independent verification of FSA by Alpine Testing Solutions/September 1, 2015)

• State Board of Education approved revisions to:
  ✓ 6A-5.030
  ✓ 6A-5.0411
State Board Rule Changes

- 6A-5.030, FAC: District Instructional Personnel and School Administrator Evaluation Systems
  - Templates required for submission of evaluation systems
  - Provides further clarification on statute (s. 1012.34, F.S.)
  - Establishes procedures for content and submission of district evaluation system
  - Establishes procedures for department monitoring of evaluation systems

- 6A-5.0411, FAC: Calculations for Student Learning Growth for Use in School Personnel Evaluations
  - Sets standards/cut scores for HE, E, U VAM Scores (effective 2015-16)
Evaluation Systems Aligned to Professional Development Systems
Evaluation Systems Aligned to PD Systems

• Opportunity to reposition teacher evaluation as a part of a professional growth system for educators

• Opportunity to reclaim the powerful potential of VAM to support leaders in making data-driven decisions that support student learning and educator growth
Future of Professional Learning in Florida
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

- 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
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
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<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
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<tr>
<td>Bryan Zugelder</td>
<td>Executive Director, Undergraduate Affairs and Partnerships</td>
<td>University of Central Florida</td>
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<tr>
<td>Gloria Pelaez</td>
<td>Director, Teacher Prep &amp; Accreditation</td>
<td>University of Miami</td>
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<td>Lorraine Cross</td>
<td>Professor</td>
<td>Florida Atlantic University</td>
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<tr>
<td>Marie Byrd</td>
<td>Associate Professor</td>
<td>University of South Florida Sarasota-Manatee</td>
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<td>Theresa Vernetson</td>
<td>Retired</td>
<td>University of Florida</td>
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<td>Ana Othon</td>
<td>Principal</td>
<td>Miami-Dade</td>
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<td>Cassandra Murphy Atkins</td>
<td>Instructional Staff Developer</td>
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<td>Debbie Cooke</td>
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<td>Nadia Winston</td>
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<td>Patricia Transue</td>
<td>i3 Induction Coach</td>
<td>Broward County Schools</td>
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<td>Sangeetha Wollet</td>
<td>Program Specialist</td>
<td>FLDOE</td>
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<td>Jason Graham</td>
<td>Director, Professional Development</td>
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<td>Eileen McDaniel</td>
<td>Bureau Chief</td>
<td>FLDOE</td>
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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
District School Leadership Preparation Programs (Level II) - Update
Florida School Leaders Website

- www.floridaschoolleaders.org
- Sign in through “single sign-on”
- Redesign of website to focus on school leaders
- Needs???
- Interests???
PROFESSIONAL DEVELOPMENT SYSTEMS
SYSTEMIC SUPPORTS FOR IMPROVEMENT IN PD PRACTICES

This section of the website supports state, districts, and higher education personnel with responsibilities for collaboration and coordination of the statewide system of professional development.

**Purpose:** The purpose of Florida's professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce (1012.98 F.S.).

**Want to Know More? Review** [Florida's Professional Learning System](#)

Check the left side menu options and click on the links below to learn more on specific PD focus issues.

**About Change: PD System Redevelopment and Revision Issues**

- [PD System Redevelopment: Technical Assistance](#)
- [PD System Review and Approval Process](#)
- [Statutes and Rules that impact District PD resources and capacities](#)

**Online Courses, Tools and Resources**

**Submitting District PD Systems for department review and approval**

RTTT districts will submit redeveloped PD systems to the Department on or before September 30, 2013.
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![Image](image_url)

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Email documents to [ProfDevSystemsEQ@fldoe.org](mailto:ProfDevSystemsEQ@fldoe.org).

Include the Review Guidelines form indicating where in your documents your RTTT commitments are addressed.

Download a copy of the Review Guidelines form from the link below.

[Final PD Review Guidelines form](#)
DISTRICT DEVELOPED MASTER INSERVICE PROGRAM (MIP)

A significant part of professional learning that conforms to the state’s priorities is delivered at the district level. While required to address issues specified in statue or rule, each district exercises local decision-making on in-service priorities and how to allocate resources, time, and effort on professional learning needs. Each district is required to develop and maintain a master inservice plan (MIP) for all district employees based on state adopted standards for high quality professional development. Districts are also required to monitor the impact of professional learning provided and make adjustments to insure continuous improvement. An MIP includes all district approved professional development components for all employees from all fund sources.

Want to know more? Click here: Master Inservice Program (MIP)

HIGH QUALITY MIP COMPONENTS

A high quality “component” in a district’s master inservice plan is a defined professional learning process that has specific learning targets, uses research-based professional learning methods, has effective supports for implementation that lead to mastery of the learning targets of the component, and an evaluation process that contribute to continuous improvement of the PD system.

Creating a HQMIP Component involves decision making on 10 elements:

1. IDENTIFICATION (Title, Component number, MIP points)
2. DESCRIPTION
3. LINK(s) TO PRIORITY INITIATIVES
4. LINKS TO PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT
5. IMPACT AREA(S)
6. SPECIFIC LEARNER OUTCOMES
7. LEARNING PROCEDURES (Methods)
8. IMPLEMENTATION/MONITORING PROCEDURES
9. IMPACT EVALUATION PROCEDURES
10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS

The following documents are technical assistance to districts wishing to develop HQMIP:

- High Quality MIP Template with directions
  A template with guiding directions on how to insert data into the template to generate a HQMIP.
- High Quality MIP Template - Basic
  The template without directions – a faster entry tool once the purpose of each section is understood.
- FASD Handout on HQMIP
  The handout on HQMIP from FASD Spring Forum Concurrent Session on HQMIP (May
Must Read Studies

➢ The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development (2015)

➢ Teachers Know Best (2014)
THE MIRAGE
Confronting the Hard Truth About Our Quest for Teacher Development
Questions
Contact Information

• Eileen McDaniel, Bureau Chief
  • Eileen.McDaniel@fldoe.org  850-245-0562

• Jason Graham, Program Specialist
  • Jason.Graham@fldoe.org  850-245-0546

• Sangeetha Wollet, Program Specialist
  • Sangeetha Wollet@fldoe.org  850-245-0559

• Denise Scheidler, Program Specialist
  • Denise.Scheidler@fldoe.org  850-245-0545

• Kelly Oglesby, Program Specialist
  • Kelly.Oglesby@fldoe.org  850-245-0558

• Gail Dowdell, Staff Assistant
  • Gail Dowdell  850-245-5029