PD 101 – You CAN Do It!

Workshop for New Professional Development Directors
Eileen McDaniel, Chief, Educator Recruitment, Development & Retention

September 2015
Key Issues & Burning Questions...
Training Targets

- Bureau Responsibilities – 4 Units
- Statutes & State Board Rules You Should Know
- Professional Development & Evaluation Systems/High Quality Professional Learning
- Professional Development Resources
- Stay Informed
Bureau Responsibilities
Bureau of Educator Recruitment, Development & Retention

- Recruitment & Recognition
- Retention/Professional Development
- Educator Preparation (Teacher/Leader Preparation Programs)
- Title II-A Statewide Coordination
Bureau of Educator Recruitment, Development & Retention

Educator Recruitment

- Great Florida Teach-In
- Coordinates Florida's teacher recruitment website, www.teachinflorida.com
- Florida Future Educators of America

Educator Recognition

- Florida Department of Education/Macy's Florida Teacher of the Year Program
- Florida Teacher-Lead Network
- Principal and Assistant Principal of the Year
- Florida School-Related Employee of the Year Program
Bureau of Educator Recruitment, Development & Retention

Educator Preparation

- Provides leadership in coordinating and facilitating a state system of review for:
  - Initial and continued state approval of Teacher Preparation Programs
  - Educational Leadership Programs
  - Educator Preparation Institutes at community colleges, four year colleges and universities in Florida
  - Professional Development Certification Programs
- Coordinates the state report of teacher preparation programs for the Title II, Higher Education Act
Bureau of Educator Recruitment, Development & Retention

- Title II-A
  - Coordinates the Title II-A, Teachers and Principals Training and Recruiting Fund Program and assists with other federal and state programs
Bureau of Educator Recruitment, Development & Retention

Retention/Professional Development

• Provides leadership and coordination for the review and implementation of:
  - District Professional Development Systems, including Master Inservice Plans & PD System Evaluation Protocol/Standards
  - Personnel Evaluation Systems (Instructional Personnel & School Administrators)
  - District Add-On Certification programs
  - William Cecil Golden School Leadership Development Program
  - Clinical Educator Training Programs
Statutes and State Board Rules
You Should Know...
Statutory Authority

- S. 1012.98, F.S.-School Professional Development Act
  - Establishes a coordinated system of professional development
  - Requires districts develop and submit a professional development system for approval by the Department
  - Purpose:
    - Increase student achievement
    - Enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum
    - Prepare students for continuing education and the workforce
  - Must align to standards adopted by the state and support the framework for standards adopted by the National Staff Development Council (Learning Forward)
State Board Rule Authority

6A-5.071, F.A.C., Master Inservice Plan Requirements

- Each district school board shall develop and maintain a master inservice plan for all district employees based on state-adopted standards for high quality professional development as required under Section 1012.98, F.S.
- Includes all professional development components for all employees from all funds
- Must be updated annually by September 1, and approved each year by the district (with School Board approval letter to department by October 1)
- Annual review of the previous year’s program operations, including determination of the program’s effectiveness in the educational setting as measured by changes to classroom or leadership practices and by changes in student outcomes

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Statutory Authority

S. 1012.34, F.S.- Personnel Evaluation and Criteria

- For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.

- Department must approve each evaluation system.

- Department shall monitor each district’s implementation of its instructional personnel and school administrator evaluation systems for compliance with the requirements of this section.
Statutory Authority

S. 1012.34, F.S.- Personnel Evaluation and Criteria

- Evaluation System Requirements
  - Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
State Board Rule Authority

6A-5.030, F.A.C., District Instructional Personnel and School Administrator Evaluation Systems

- Implements s. 1012.34, F.S. – Evaluation Systems
  - Procedures for implementation
  - Submission (templates), review and approval
  - Reporting requirements
  - Monitoring processes/requirements
State Board Rule Authority

6A-5.065, F.A.C., The Educator Accomplished Practices

- Florida’s core standards for effective educators
- Forms foundation for state’s:
  - teacher preparation programs
  - educator certification requirements
  - school district instructional personnel evaluation systems
State Board Rule Authority

6A-5.080, F.A.C., Florida Principal Leadership Standards

• Core expectations for effective school administrators

• Forms foundation for:
  o School leader personnel evaluations
  o Professional development systems
  o School leadership preparation programs
  o Educator certification requirements

• Ten standards grouped into categories/domains of effective leadership
  o Includes descriptors that further clarify or define the standard so that the standards may be developed further into leadership curricula and proficiency assessments
Statutory Authority

S. 1012.986, F.S.- William Cecil Golden Professional Development Program for School Leaders

• Provides high standards and sustained support for principals as instructional leaders

• Program consists of collaborative network of state and national professional leadership organizations to respond to instructional leadership needs throughout the state

• Network supports the human-resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework of leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and the National Staff Development Council/Learning Forward

• Provides resources to support and enhance the principal’s role as the instructional leader
Statutory Authority

- S. 1012.575, F.S. - Alternative preparation programs for certified teachers to add additional coverage
  - District may design alternative teacher preparation programs to enable persons already certificated to add an additional coverage to their certificates (District Add-on Endorsements).
  - Reviewed and approved by FDOE
  - Examples
    - Athletic Coaching
    - Gifted Endorsement
    - Reading Endorsement
    - ESOL Endorsement
State Board Rule Authority

6A-5.081, F.A.C., Approval of School Leadership Programs

- Sets forth requirements for approval of two levels of school leadership programs
  - Level I programs lead to initial certification in educational leadership for the purpose of preparing individuals to serve as school leaders who may aspire to the school principalship
  - Level II programs build upon Level I training and lead to certification in School Principal

- Bi-level certification and preparation process includes programs offered by Florida postsecondary institutions and public school districts
Professional Development & Evaluation Systems/High Quality Professional Learning
PD and Master Inservice Plan

One of the important elements in a district Professional Development (PD) System is the Master Inservice Plan (MIP)

MIP: collection of components that provide an overview of a targeted professional development process or event
Professional Learning/Professional Growth

Professional learning:
• Ethical obligation
• Statutory obligation/required for recertification

Professional growth:
• Core purpose of professional development system
• One of two core purposes of evaluation systems

Evidence of professional growth is measured through:
• District’s evaluation system
• Professional learning/evaluation processes

Evidence: Impact on student learning
Professional Learning/Professional Growth

Master Inservice Plan

- Continue to add components annually
- Primary focus appears to be on recertification
- MIP components assigned codes for data collection
  - Matching recertification requirement to MIP component
  - Intended to collect data to provide guidance for improvement of PD systems
Professional Learning/Professional Growth

Evidence includes:

- Protocol standards - ratings consistently **lowest** for school and educator level
- Seat time a major element in assigning MIP points
- Knowledge acquisition does not result in improved proficiency unless there is sustained implementation on the job
- “Follow-up” falls short – actual implementation evidence is missing from many MIP components
- Student results have not surged upward after decades of professional learning with MIP points
Professional Learning/Professional Growth

What can we do?

1. **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

2. **State** can provide:
   - Ongoing technical support
   - Improve the reporting coding system to more clearly define what is required by an MIP component, and therefore generate more useful data
Professional Learning/Professional Growth

2015-16 Codes will assist:

- Monitoring implementation and guiding improvement of Professional Development Systems
- Enabling District Professional Development Directors to use the data to review their PD system implementation
Must Read Studies

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

➢ Teachers Know Best (2014)
What's Coming?

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...
Partner or Small Group Discussions

• What is the state of PD in your district?
• What is your district doing to ensure professional learning is focused on increasing student achievement, enhancing classroom instructional strategies that promote rigor and relevance throughout the curriculum, and preparing students for continuing education and the workforce?
• What is your district doing to ensure that your evaluation system is supporting the PD in your district?
• Are the evaluation results designed to support/increase student academic performance – by improving quality of instructional, administrative and supervisory services of public schools; and designed to support effective instruction?
• What might you do to change the focus of PD learning in your district?
• Who holds the levers for change and how can you influence them?
PD Resources

• Florida Department of Education: http://108.59.20.64/teaching/professional-dev

• Florida School Leaders: https://www.floridaschoolleaders.org/fslPortal/index.aspx (Requires Single Sign-on Access)

• Learning Forward: http://learningforward.org/

• Others??? Please share now!
Professional Development in Florida

Pursuant to Section 1012.98, Florida Statute, School Community Professional Development Act, the purpose of the 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. Professional learning is the result of the individual's commitment to improvement. The statewide professional development system supports that commitment through:

- State standards for professional development at the educator, school, and district level;
- Rigorous and relevant curriculum based on state and local educational standards and initiatives;
- Improvement planning based on needs assessments and results from personnel evaluation;
- Opportunities for professional collaboration and collegial team learning practices;
- Sharing professional learning practices, resources, and technical assistance statewide.

The following information and resources are provided in support of district work on the development and continuing improvement of professional development systems to support student learning and proficiency development for instructional personnel, school administrators, and support staff:

- Coordinated System of Professional Development
- Florida Professional Development Evaluation Protocol Standards
- Statutes, State Board of Education Rules, and FLDOE Memoranda
- District Professional Development Directors (PDF)
- District Professional Development Systems
- Master Inservice Plan
- Professional Development Resources and Technical Assistance
- Clinical Educator Training
- Professional Learning Programs
Professional Learning Programs

- **Florida School Leaders** The Florida School Leaders website is a primary portal for professional learning by Florida educators. Leadership is a process distributed among many educators with a shared vision of enabling our students to be college and career ready and have fulfilling lives in a global economy. The contributions of many are needed to ensure Florida's public school students a quality education. Learning supports are provided through this website for leaders, coaches and mentors from all levels.

- **The William Cecil Golden School Leadership Development Program**
  The William Cecil Golden School Leadership Development Program (WCG) was established by the 2006 Florida Legislature to provide a high quality, competency-based, customized, comprehensive and coordinated statewide professional development system for current and emerging school leaders. The program is aligned with and supports Florida's Principal Leadership Standards, the standards of Learning Forward, the standards of the Florida Professional Development System Evaluation Protocol and No Child Left Behind (NCLB) requirements for high quality professional development. All WCG program resources are located in the WCG section of the Florida School Leaders website.

- **Start with Success**
  Start with Success is a state-sponsored web resource for early career educators, educators new to Florida, aspiring educators and experienced educators who support and mentor new educators. This site also provides resources for classroom substitute teachers, including web-based resources to enhance district substitute teacher orientation and training programs. All Start with Success resources are located in the Start with Success section of the Florida School Leaders website.

- **Clinical Educator Training**
  The Clinical Educator Training Program provides direct training for peer coaches and clinical supervisors of pre-service teachers and student services personnel, as well as training for the preparation and maintenance of the program's statewide trainer cadre. The program provides training to develop clinical skills in diagnosis of a developing professional's performance, feedback on performance and the planning and implementation of professional development plans.
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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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.

Email documents to 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
HQMIP

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,
### Learning Opportunities

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**Come to Washington, D.C.**

Experience cutting-edge keynotes and general sessions, participate in interactive learning sessions, and form professional relationships.

**Free webinars for members**

Gain tools and strategies to tackle the issues facing today's professional learning leaders.

Learn more.

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### Blog

**Why do I go to the conference? It's where conversation, collaboration, and critical thinking abound**

September 18, 2015

Over the past three years, Learning Forward’s Annual Conferences have provided me with some of the best professional learning experiences in my career. Not only do the conferences bring together leading minds in education, they also open up important dialogue around continuous improvement.

**Understanding the Impact of Professional Learning**

More information on the blog page.
Learning Opportunities

Learning Forward provides many opportunities for you to engage in collaborative professional learning and increase your leadership capacity. Members receive discounts on conferences, e-learning programs, webinars, and more.

**Annual Conference**
Our Annual Conference is the best investment you can make to advance educator performance and school improvement. Join us in Washington, D.C., Dec. 5-9.

**Institutes**
Our Institutes will transform professional learning in your system, strengthen continuous improvement, and develop your communication and leadership skills.

**Webinars**
Learning Forward members have access to great online content all year long. Live webinars are facilitated by leading thinkers in the field, and members get access to our on-demand webinars.

**Online Courses**
Our online courses provide in-depth online learning. These self-paced programs include videos, presentations, readings, and assessments, all hosted in our Learning Forward classroom.

**Academy**
The Learning Forward Academy immerses leaders in an extended learning experience grounded in a model of inquiry and problem-based collaborative learning. Become part of our next Academy class!

**Redesign PD**
The PD Brain Trust is a collaborative professional learning community of individuals with demonstrated leadership in designing or supporting professional learning in education.
Small group discussion...
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](http://data.fldoe.org/communications)
  - Select topics...but be certain to include K-12 Staff Development

- District Staff Development Directors contact list
  - Shared with PD vendors


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