

FLORIDA'S HIGH QUALITY MIP COMPONENT TEMPLATE

Professional Learning that makes sense!



**THE PATH FROM ACQUIRING INFORMATION TO
IMPROVING PRACTICES ON THE JOB**

FLORIDA'S HIGH QUALITY MIP COMPONENT TEMPLATE

Perspective: Three cycles of Florida's Evaluation Protocol reviews demonstrate that the highest need for improvement in professional learning practices are at the educator and school levels. Professional learning practitioners from the Florida Association for Staff Development (FASD), professional development (PD) directors from various Florida school districts, and the Florida Department of Education (FLDOE) have worked together to develop this technical assistance document to guide districts on how to use master inservice plan (MIP) components to generate actual improvements in educator and school leader performances. This technical assistance document is focused on supporting quality implementation of the following aspects of Florida's constitution, statutes and State Board of Education (SBE) rules:

Florida's Constitution - Article IX, Section 1:

"The education of children is a fundamental value of the people of the state of Florida...Adequate provision shall be made by law for a uniform, efficient, safe, secure and high quality system of free public schools that allows students to obtain a high quality education..."

Section 1012.98, F.S.

- (4)(a) "The department shall disseminate to the school community research-based professional development methods and programs that have demonstrated success in meeting identified student needs."
- (4)(b) "Each school district shall ...3. Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards..."
- (4)(b)8. "Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior."

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

- (1) "...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. These standards are contained in the publication, Florida's Professional Development System Evaluation Protocol ..."
- (4)(b) "An identifying number assigned in accordance with DOE Information Data Base Requirements: Volume II Staff Information System as incorporated by reference in Rule 6A-1.0014, F.A.C..."
- (4)(c) "The maximum number of inservice points to be awarded for successful completion of the component,"
- (4)(d) "A description of general and specific objectives and activities to be completed,"
- (4)(e) "Component evaluation criteria for determining:
 1. Follow-up activities required for successful participant completion,
 2. The degree to which specific objectives have been addressed by the component activities as determined by the participants and component leaders, and
 3. The effect of the professional development in the educational setting consistent with Section 1012.98, F.S."
- (7) "An annual review of the previous year's program operations shall be made and shall include a 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."

HIGH QUALITY MIP (HQMIP) COMPONENT

- The goal of “high quality education” is embedded in the state’s constitution. Experiencing such an education requires a high quality professional learning system for teachers and school leaders. Among the essential elements of such a professional learning system are:
- The research-based professional development methods that are required by state statute.
- The follow-up support (implementation) for professional learning that is embedded in state statute and State Board of Education rule.

The purpose of a new template for HQMIP components is to reach high quality through research-based professional learning methods that emphasize supports for implementation on the job.

- ❖ The template guides development of an MIP component that informs prospective participants what to expect and guides those who plan, deliver and evaluate implementation of the component on what to provide.
- ❖ HQMIP employs high quality professional learning processes.¹
- ❖ Target professional development aligned to standards and state and district initiatives that lead to “college and career ready” students.²
- ❖ HQMIP contains job-embedded supports for the work of collegial team learning processes such as professional learning communities (PLCs), lesson studies and other professional study groups, and the deliberate practice growth actions of individual educators and leaders that result in highly effective performance levels.
- ❖ HQMIP implementation is supported by district policies, practices and resources, school level leadership, participant implementation agreements and the professional learning culture at school sites.

COMPONENTS: A “component” in a district 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.

A high quality MIP component actually does what the constitution, statute and SBE rule are seeking.

A HQMIP Component has 10 elements:

1. IDENTIFICATION (Title, Component number, MIP points)
2. DESCRIPTION
3. LINK(S) TO PRIORITY INITIATIVES
4. FLORIDA PD 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

¹ See technical assistance resources in PD Systems section of Florida School Leaders (FSL) website.

² See FEAPs, FPLS, PROTOCOLS and priority state initiatives on FLDOE and FSL website; state academic standards on CPALMS.

HIGH QUALITY MIP (HQMIP) COMPONENT TEMPLATE

1. IDENTIFICATION: Basic elements that distinguish each component in the district's plan

- **TITLE:** name of component
- **COMPONENT NUMBER:** number assigned to component as per Appendix D of staff data base (survey data)

Function : ___ (one digit code) **Focus Area:** _____ (3 digit code) **Local Sequence Number(s)** _____ (3 digit code(s)

(Note: Effective 7/1/14 - Code clarifications and additions to Appendix D Inservice Education Component Number Section of the Staff Data Base allow more accurate coding of functions and focus areas.)

- **POINTS TO BE EARNED:** number/range of points to be earned for component

2. DESCRIPTION: This is a brief description of content or general objectives to establish that the component is a high quality MIP component designed to result in highly effective performance levels on the targeted practice(s). The description makes clear that earning MIP points through this component requires sustained engagement in development processes that support implementation of productive on-the-job changes in practice and successful on-the-job implementation of the targeted professional learning, including an implementation agreement that guides both development of the learning content and processes and participant on the job implementation.

<add text here>

3. LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPs standards)
- Mastery of a specific instructional practice: _____
- Mastery of a specific leadership practice: _____
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: _____

(This list may be edited to focus on issues that are priorities in your district.)

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Identify any Florida Protocol Standards supported by this component (select all that apply).

	Educator	School	District
Planning	_____	_____	_____
Learning	_____	_____	_____
Implementing	_____	_____	_____
Evaluating	_____	_____	_____

_____ : Check here if not significantly related to any Protocol Standard

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation needs for successful completion of learning targets in the component.

5. IMPACT AREA(S): While the component number code for “Focus Area” identifies the program the component will support, this HQMIP element addresses the “impact” the component is to have on the participants. Select the intended impact area(s) from the choices below. (Note that Impact Evaluation Procedures (HQMIP element #9) - used in this component should reflect the level(s) of impact selected below. Select all that apply.)

- _____ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- _____ Repetitive practice leading to changes in proficiency of educator or leader on the job
- _____ Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES: Identify the priority study and/or on-the-job implementation outcomes. This section guides development of the implementation agreements.

<Add text here>

7. LEARNING PROCEDURES (Methods): This HQMIP element expands on the Survey 5 data choice made for state data element 251243 – Learning Method. What is described for HQMIP are more specific expectations on the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to implement the learner outcome of this component. This HQMIP section also guides development of participant implementation agreements.³ Be as specific as possible, ensuring that those who access the component will understand the structure and methods for learning. Text here should include the learning methods code choice for staff data element 215243. Provide specific answers to the following:

- WHAT will occur during this professional development component delivery?
<add text here>
- HOW will the experiences be provided to participants during this delivery?
<add text here>
- KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above)?
<add text here>

(Note: For staff data base reporting purposes, as of 7/1/14 data element 215243 requires identification of the primary means of supporting delivery of the component’s priority learning goals. Primary is defined as 50 percent or more. Select the primary means of support code option based on where participants are expected to devote the most time.)

³ Implementation agreements define what the participant’s will do in the follow-up portion of the component (implementation). They can be district determined and part of the component or developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES: Describe the method(s) and resource(s) that will be provided to support, monitor and enable participants to receive on-going feedback on implementation of new learning. This HQMIP element expands on staff data base code 215253 (Formerly “Implementation Method” – after 7/1/14 ‘Implementation Monitoring Method’). Text here should include reference to the primary implementation monitoring method code selected for data base element 215253. Include a statement that a participant’s implementation agreement will be among the resources.

<Add text here>

9. IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled “Impact Areas” and priority issues from “Specific Learner Outcomes” section. This description should include specific evaluation of impact decisions for each impact area identified for this component and the priority Specific Learner Outcomes. Text here should include procedures consistent with the code choice for staff development data base element 215246. (Evaluation Method Staff) and, if relevant, data base element 215248 (Evaluation Method Student). (Note: Staff data base elements 215246 and 215248 are substantially edited as of 7/1/14 to provide you with choices more closely aligned to redeveloped district PD policies and practices.)

❖ What methods will be used to evaluate the impact of the component on the Targeted Impact Areas and Targeted Learner Outcomes?

<Add text here>

❖ Who will use the evaluation impact data gathered?

<add text here>

Note: This HQMIP element is focused on impact. HQMIP element #10 addresses evaluation of PD design and implementation.

10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS: High quality evaluation of PD requires more planning than can be reflected in staff data base elements and often requires more evaluation data than impact evaluation alone will provide. This HQMIP element expands the evaluation planning processes to enable evaluation processes that provide what is needed for a district to meet statutory and SBE rule expectations that lead to “high quality.” Information on PD design and implementation puts impact evaluation data in context and enriches analyses and decision making.

Describe what will be done with the data obtained through the evaluation processes.

❖ What other forms of evaluation data will be gathered:

- a. What evaluation data addresses the value of the PD design?
- b. What evaluation data addresses the quality of implementation of the PD?
- c. Who will use these aspects of PD evaluation data?

<Add text here>

District record keeping data related to the development of this component.

Date approved: _____

Department: _____

Name(s) of Component Author(s): _____

Illustrative Implementation Agreement Format

Name: _____

Component: _____

Implementation agreements guide implementation and help you make decisions about adjustments.

To accomplish mastery of these learning targets I agree to the following learning process and understand that Master Inservice Points are awarded upon successful implementation of this agreement.

1. **My Professional Learning Targets are:** <add text here>
2. **Study** is an essential element in professional learning. Study involves reading, viewing, listening, reflection, analyzing, and/or interpreting relevant information about the practice(s) targeted. I will study the following:
<add text here>
3. **Collegial (team) learning** is a significant part of a professional learning culture. I will engage colleagues/mentors in supporting my professional learning in the following ways:
<add text here>
4. **Support and feedback** from supervisors is a significant element in a professional learning culture.
 - a. I will inform my supervisor of my learning goals, learning process and implementation plans by the following method(s): <add text here>
 - b. I will seek the following implementation support from my supervisor(s): <add text here>
5. **Repetitive Practice** is an essential element of professional learning. I will prepare for repeated practices in use of the targeted practice(s) by these actions: <add text here>
6. **Tracking Progress** is an important part of learning for adults as well as students. How will I track my progress in developing proficiency in the use of this practice? <add text here>
7. **Reflection and analysis** on the results of implementation efforts is an essential element in professional learning. I will engage in this by the following methods: <add text here>
8. **Adjustments** in the learning process are often necessary. How will adjustments to implementation plans be decided upon? <add text here>
9. **Growth Evidence:** What will be evidence that I have accomplished my professional learning targets?
<add text here>
10. **Timeframe:** What is the anticipated timeframe for completion of this implementation agreement?
<add text here>

Signature: _____

Date: _____

Note: An innovation Configuration can be developed and used as an implementation agreement.

Sample HQMIP Components

TBA

Sample Implementation Agreements

TBA