

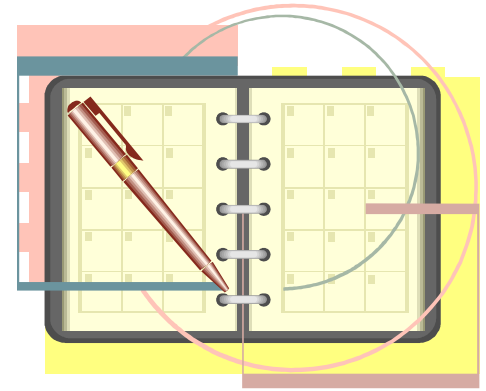
Moving Forward - HQMIP

Tools to improve implementation of
professional learning

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Agenda



“Knowledge Acquisition” and “Practice Interaction with New Information”

1. HQMIP Template Overview
2. Preview - state PD code changes
3. Practice with the HQMIP template
4. Implementation agreements

What that means

Interacting with New Knowledge elements embedded in today's work include:

- Identifying Critical Information
- Previewing New Content
- Chunking
- Processing new information
- Reflecting on Learning

McREL Expert Conversation and FASD Concurrent Session

Dual functions

At the end – a McREL evaluation –feedback form.

Focus your feedback on what you see Debbie do

MIP

One of the important elements in a district PD system is the Master Inservice Plan (MIP).

The MIP is a collection of components – that provide an overview of a targeted professional development process or event.



Professional Learning/ Professional Growth



Professional **learning** is an ethical obligation.

Evidence of professional learning **required for recertification** is thru the MIP components

Professional **growth** is:

- the core purpose of a district's PD system
- one of the two core purposes of evaluation systems

Evidence of professional growth is thru the personnel evaluation system (and was supposed to also be thru the PD evaluation processes)

The value of these systems is in the impact on students.

Current MIP reality



MIP components approved annually by the district school board.

Built up over many years to a substantial collection of MIP components.

Many of those components were designed to ensure “points” for recertification.

As a support for recertification – MIP points have been highly successful.

Data gathering via MIP

All MIP components are assigned codes based on FLDOE requirements

WHY?

1. It allows matching a recertification requirement with an MIP component.
2. It was intended to allow data to guide improvement of PD systems.

Purpose 1 is working – purpose 2 is not.

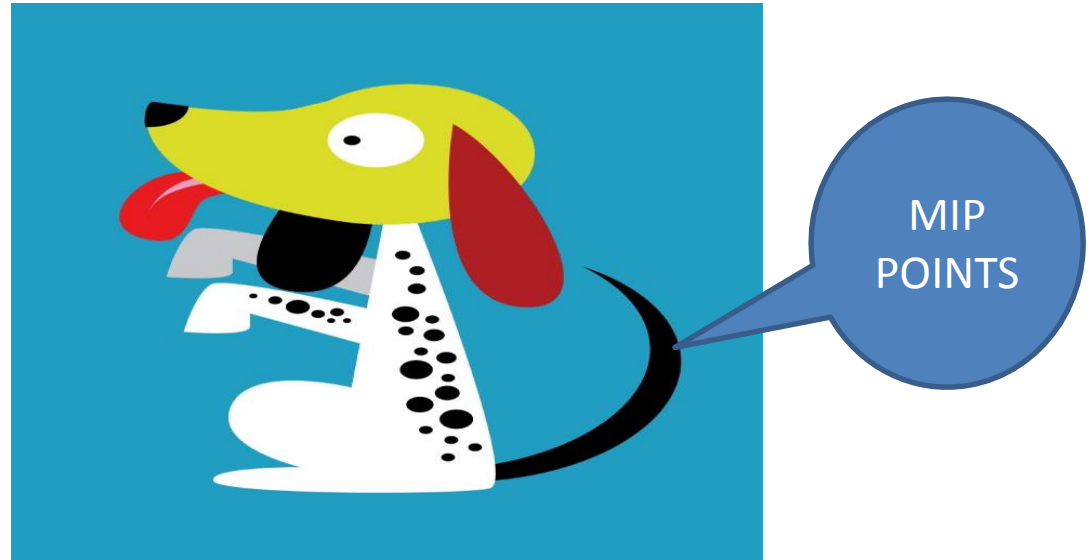


What are MIP Components Doing?

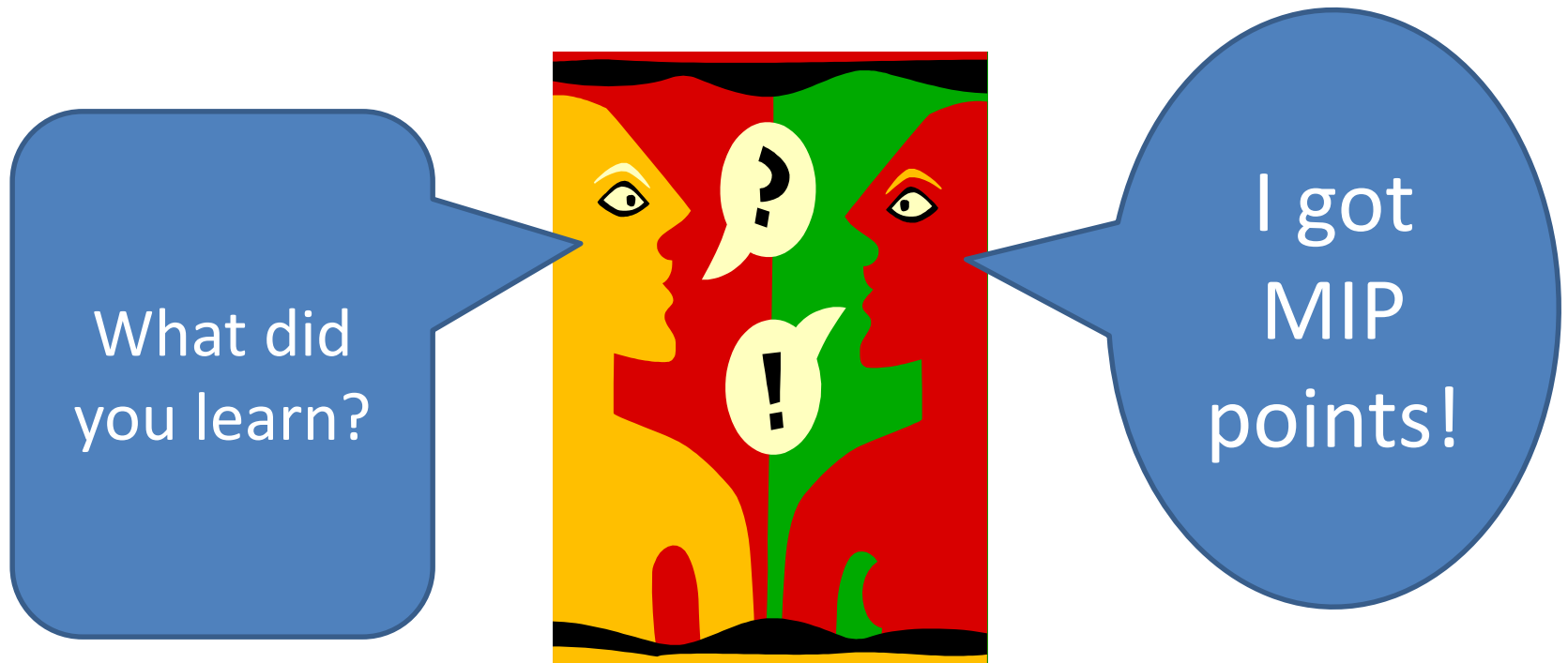
What gets MIP points gets participation.



Points can become the tail wagging the dog.



What about learning /growth impact?



The evidence we do have



- 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 due to decades of PD with MIP points



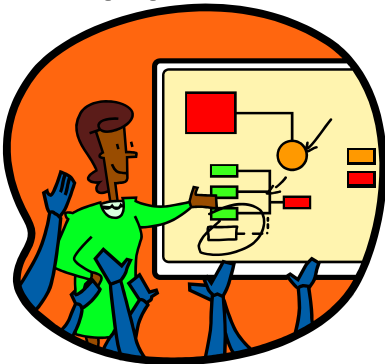
How make things better?

1. **Districts** can develop MIP components that :
 - require HQ PD practices in knowledge acquisition phase (e.g. modeling, practice, research).
 - support the shift to school based professional learning that is focused on study and repetitive implementation.
2. **State** can provide ongoing technical support and...
 - improve the coding system that you use to define what is required by an MIP component... generate more useful data.

New Codes – New template

For almost a year a workgroup of PD directors have been exploring ways to develop more effective MIP components.

FLDOE provided input to verify current SBE rules support the new template



and edited MIP

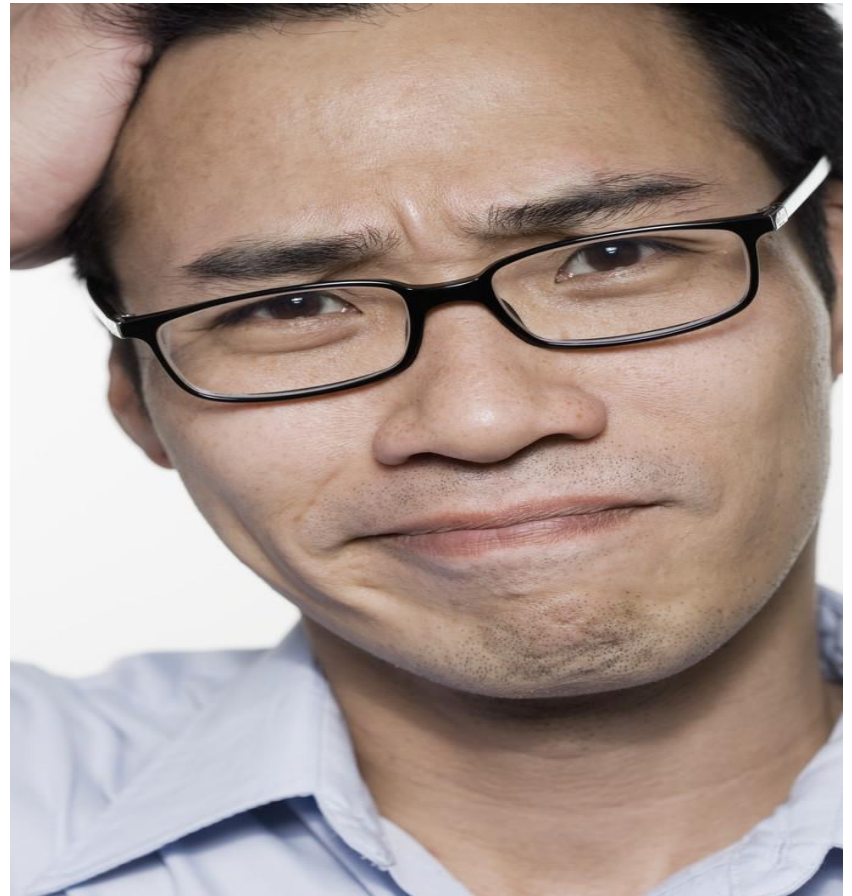
codes to support the new template.

The Current Codes

- The existing codes you assign to MLP components are a data collection authorized by SBE Rule 6A-5.071.
- The 2011 FLDOE Enhanced Biennial Review of SBE rules noted that data collected under this rule is to be used for:
 - Monitoring implementation and guiding improvement of Professional Development systems
 - Enabling District Professional Development directors to use the data to review their PD system implementation.

Are we doing that?

- Other than the total hours (points) awarded in a year to various types of components – what are we doing with data gathered under this SBE rule?



Upgraded Codes

Before we throw it all out and start over – we asked: Can the current codes be “fixed” to be useful to districts and the state?

1. Edited current codes to be more specific and align to the type of shifts most districts have put into their new PD policies and practices.
2. Added new codes to fill in gaps that can't be fixed by edits to existing codes.

Preview the New Codes

<http://www.fldoe.org/eias/dataweb/staffchange1415.pdf>

TO BE CLEAR...

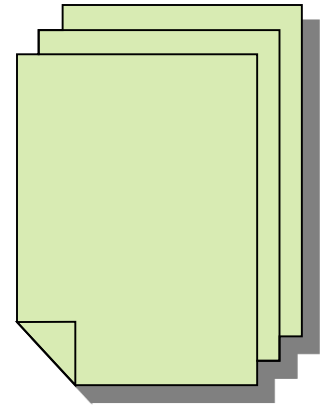
Survey 5 for 2013-14 is in progress now and uses the existing codes.....

The New Codes apply 7/1/14 BUT are not used by your district until Survey 5 of 2014-15 --- **next year.**

LOOKING AT THE HQMIP

See your handout, get copy
from flash drive, or download
from FSL website

1. Knowledge acquisition
2. Using the template



HQMIP template



It's an option - Use it going forward for priority PD that will be district supported

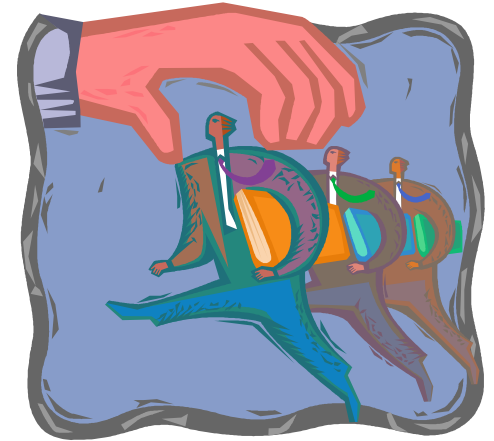
Use it to enable awarding MIP to school level processes that are making a difference in teacher/leader proficiency

- *DP/IPDP growth targets*
- *PLCs and Lesson Studies*
- *Specific Practice “study and implementation”*
 - *MTSS*
 - *Gradual Release of Responsibility Model*
 - *Tracking Student Progress*
 - *Chunking Content*



HQMIP template phase in

- Use it to update selected existing components that will be district supported



- Do NOT throw out all your old MIP – as you may need them to address recertification needs



Exploring the Template

High Quality MIP Components increase your capacity to use components to change the game:

- high quality professional learning processes
- aligned to standards and state and district initiatives
- job embedded
- support the work of professional learning communities
- result in highly effective performance levels

1. Title-Component Number- Points

- Title – you pick
- Component number – as per Staff Data base & Appendix D
- Points – you decide



2. Description

- **Targets Performance Changes:** 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).
- **Points dependent on implementation:** 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.
- Informs that an **implementation agreement is part of the component** that guides both development of the learning content and processes and participant on the job implementation.

3. Links to Priority Initiatives

Identify the alignment of the targeted professional learning with key focus areas.



- 17 checkbox options plus capacity to add your own

The choices here focus on what issues in your district are expected to be impacted by this component.

4. Protocol Standards

Identify any Florida Protocol Standards supported by this component (select all that apply)

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

Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation.

5. IMPACT AREAS

- Deep understanding of the practice, standards, and/or processes targeted
- Change educator/leader practice on the job
- Student learning growth



6. SPECIFIC LEARNER OUTCOMES

What will participants do?

Identify priority STUDY focus.

Identify on the job IMPLEMENTATION outcomes.

What you list here guides the development of implementation agreements.



Implementation Agreements

These are to improve the “follow-up” element in a component.

- From a current LEA component on a Math PD:

FOLLOW-UP: Participant will provide a reflection journal verifying that the professional development impacted their professional behavior.

Or as an alternative: In an IMPLEMENTATION AGREEMENT –

- After **study** of the targeted practice, participant –
- develops a written **plan** to use the targeted strategy in a **series of lessons**,
- **reviews that plan** with a supervisor or colleague,
- implements the targeted practice in a **minimum of 10 lessons**;
- Arranges for a **colleague to observe** and provide feedback on the 10th implementation effort;
- Then confers with a supervisor, mentor, or peer on the differences between the 1st and 10th implementation.

7. LEARNING PROCEDURES (Methods):

- WHAT will occur during this professional development component delivery?
 - Knowledge acquisition? Modeling? Repetitive Practice?
 - Online or face to face? Alone or with peers
- HOW will the experiences be provided to participants during this delivery?
 - Independent inquiry - Facilitated
 - Job-embedded
- Key issues to be included in participant implementation agreements (should support the specific learner outcomes identified above:
 - Deliberate practice growth targets?
 - Problem solving processes? Peers or mentors?
- Aligns to survey data base element “215243”

Data Element 215243 - Learning Method

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

- A -**Knowledge Acquisition: Workshop, training event or process limited to knowledge transmission/training focused on understanding the component's content**
- I -**Job Embedded Workshop, training event or process focused on modeling and supporting new/improved practices being successfully demonstrated on the job)**
- B -Electronic, Interactive (includes **facilitation supporting development/application on the job)**
- C -Electronic, Non-Interactive (knowledge transmission/training **but no job embedded implementation supports)**
- D -Learning Community/Lesson Study Group (**Use this code where job embedded collegial support processes are core learning delivery method)**
- F- Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources **with intended application outcomes specified**)

Data Element 215243 - **Learning Method** - continued

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

- G -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.)
- H -Implementation of “high effect” practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- J -Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- K -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))

8. IMPLEMENTATION/MONITORING PROCEDURES

Describe the method(s) and resource(s) that will be provided to support implementation of new learning for participants.

Include a statement that a participant's implementation agreement will be among the resources.

Text here should include reference to the primary implementation method code selected for data base element 215253.

data base element 215253

IMPLEMENTATION **MONITORING** METHOD

- Data Element Name: **Professional Development, Implementation Method**

OLD: A one-character code to describe the primary means (50 percent or more) prescribed to monitor implementation of the professional development component.

NEW: A one-character code to describe the primary means (50 percent or more) prescribed to monitor **and provide feedback on** implementation of the professional ~~learning development~~ **targeted with the** component.

Edited Codes - 215253

- M - Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- N- Independent Learning/Action Research related to ~~training~~ job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)
- O - Collaborative Planning, Monitoring, and ~~related~~ feedback related to targeted professional learning training, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

IMPLEMENTATION **MONITORING** METHOD

- P - Participant Product related to training **or learning process** (may include lesson plans, written reflection **on lessons learned**, audio/video ~~tape~~ **exemplars**, case study **findings, modeling improved practice**, samples of **resulting** student work, **and/or collegial training resources**)
- Q - Lesson Study group participation (**monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented**)

IMPLEMENTATION **MONITORING** METHOD

- R- Electronic - interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- S - Electronic - non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- T - Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. IMPACT EVALUATION PROCEDURES

Describe the processes that will be used to determine the impact (as identified in section 5 titled “Impact Areas”).

This description should reflect methods for determining the component’s impact on impact areas noted in section 5.

Text here should be consistent with the code choice for staff development data base element 215246.(staff) and, if relevant, data base element 215248 (student).

Evaluation Method Staff – 215246: A one-character code to describe the primary means (50 percent or more) of evaluation **of the impact and/or fidelity of implementation** of the professional development.

- A -Changes in ~~classroom~~ **instructional or learning environment** practices **implemented in the classroom or directly with students** (observed or measured impact on educator proficiency **thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.**
- B -Changes in instructional leadership **or faculty development** practices (observed or measured impact on leader proficiency, faculty or students)
- C -Changes in student services/**support** practices
- D -Other changes in practices **supporting effective implementation of job responsibilities** observed or measured impact on **specific** job responsibilities)
- E -Fidelity of Implementation **of the professional learning process** (where impact on the job **is not or** cannot be observed or measured, evaluation is on alignment of actual training/development with planned **high quality professional learning** design and **specific learning** objective(s))

Evaluation Method Staff – **215246**: A one-character code to describe the primary means (50 percent or more) of evaluation **of the impact and/or fidelity of implementation** of the professional development.

- G-. Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
- H -Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues.)
- ~~Z Did not evaluate staff outcomes~~
- Note; Having no impact or fidelity evaluation method for a component is not an option. All components must include an evaluation method.

Evaluation Method Student– 215248: A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development's **impact on student growth, achievement, or readiness for college and/or careers.**

- A - Results of **state or** district-developed/standardized student ~~tests~~ **growth measure(s)**
- B Results of school/teacher-constructed student ~~tests~~ **growth measure(s) that track student progress**
- C Portfolios of student work
- D Observation of student performance
- F Other performance assessment(s) **that reveal impact on students including learning objectives or behavioral growth**

Evaluation Method Student– **215248**: A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development's **impact on student growth, achievement, or readiness for college and/or careers.**

- G- Did not evaluate student outcomes **as “evaluation method staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component.**
- Z - Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

10. PROCEDURES FOR USE OF THE COMPONENT EVALUATION FINDINGS

- This fills in a gap in the rules
- 6A-5.071 requires evaluation for all components
- Protocol Standards requires formal evaluation for at least 10 %
 - District staff will use the component's evaluation results to analyze and make decisions on kept- delete –edit
- Who uses the evaluation data for the rest of the MIP components?
- This section describes that.

About “Findings”

Who will use the evaluation impact data gathered? **What else do you need to know?**

- What data addresses value of the PD design?
- What data addresses quality of implementation the PD?
- Who will use this form of PD evaluation data?



Evaluation issues

- What data addresses value of the PD design?
- What data addresses quality of implementation the PD?
- What data addresses impact of the PD?
- Include who will use the evaluation data gathered.



Using PD Evaluation Data

We are moving from “get PD provided” to a capacity for “continuous improvement”!

- Participant self reflection on the evaluation data?
- Supervisors review for future use in SIP?
- PD providers for quality control?
- PD directors planning future PD events
- SIP teams?
- ?





Sharing



- Workgroups to develop HQMIP components
- Share via websites
- Focus on high value issues – school based work already in progress or just starting that requires learning:



Other Code Issues

- **215258: Participation Hours**
- The number of hours of participation in each professional development component. **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).**

PRIMARY CERTIFICATION PURPOSE

215263 - Professional Development **Credits**, Primary Purpose

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

Practice

Using the HQMIP template



Group/Individual Application

- Determine areas of priority application
- Practice using template for priority initiative
- Determine implementation agreement possibility for existing priority
- Determine target audience for sharing this information
- Determine priority next steps



Questions

