

Florida Department of Education Professional Development System Evaluation Protocol Protocol System

3.1 Introduction

The 2000 Florida Legislature enacted new legislation to improve the quality of the professional development system for public education, building on major changes enacted in the 1998 and 1999 legislative session. Current law specifies in 231.600 (6) F.S. that:

The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicates progress or lack of progress of all students. If the review of the data indicates progress, the department shall identify the best practices that attributed to the progress. If the review of the data indicates a lack of progress, the department shall investigate the causes of lack of progress, provide technical assistance, and require the school district to employ a different approach to professional development. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. This report must include the results of the department's investigation and any intervention provided.

Previous legislation had included these requirements:

Each school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns in-service activities with student and instructional personnel needs as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators. In-service activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.

Components of the new Professional Development System Evaluation Protocol include:

- Design methods by which the state and district school boards may evaluate and improve the professional development system.

- An annual assessment of data that includes progress or lack of progress of all students.
- Methods for the department to use to identify the best practices occurring if the review of the data indicates progress.
- Methods for the department to use to investigate the cause of lack of progress if the review of the data indicates a lack of progress, and methods for providing technical assistance and requiring the school district to employ a different approach to professional development.
- Formats and time frames for the department to report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. The report formats will include the results of the department's investigation and of any intervention provided.

Overview of the System

The new professional Development System Evaluation Protocol is based on a set of standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. These standards have been generated from the statements in Florida's laws as well as the professional development standards generated by the *National Staff Development Council (NSDC)* entitled *Standards for Staff Development*. (See Appendix A)

The new Professional Development System Evaluation Protocol is designed for use by:

- The Department through site visits to districts from statewide conclusions on the quality of professional development in the state.
- District staff through site visits to schools to form district-wide conclusions on the quality of professional development in the district.
- School staff and School Advisory Councils as a self-check on the quality of professional development in the school.

Figure 1

Professional Development System Evaluation Protocol Standards

1.0 Faculty Level

1.1	
Planning	1.2
Delivery	1.3
Follow-up	1.4
Evaluation	
2.1	
Planning	2.2
Delivery	2.3

Follow-up	2.4
Evaluation	
3.1	
Planning	3.2
Delivery	3.3
Follow-up	3.4
Evaluation	

1.2.6 Coordinated Records: The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and in-service points.

1.3. Follow-up

1.3.1. Transfer to Students: The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.

1.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.

1.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.

1.4. Evaluation

1.4.1. Implementing the Plan: The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.

1.4.2. Student Changes: The faculty member documents the professional development accessed contributed to expected student performance gains.

1.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of performance when appropriate.

1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.

1.4.5. Use of Results: The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year's IPDP development and to discontinue professional development if it does not demonstrate improvements in student performance.

2. School Level

2.1.1 School Needs Assessment: The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.

2.1.7. Coordinated Records: The school administrators can easily access the district maintained up-to-date records for all professional development including certification and in-service points for school faculty and administrators.

2.3. Follow-up

2.3.1. Transfer to Students: The participants use the knowledge and skills learned in training to instruct students in the classroom.

2.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills appropriately.

2.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.

2.4. Evaluation

2.4.1. Implementing the System: The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.

2.4.2. Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.

2.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through other achievement measures such as district achievement tests, portfolios, action research, and checklists of performance when appropriate.

2.4.4. Use of Results: The school administrator and School Advisory Council use the results of the school-level evaluation as part of the needs assessment process for the next school year's professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.

2.4.5. Expenditures: The school administrator documents the total expenditure of resources for professional development and includes a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.

3.3. Follow-up

3.3.1. Transfer to Students: The district documents systematically the extent to which participants use the knowledge and skills learned in training to instruct students in the classroom.

3.3.2. Coaching and Mentoring: The district incorporates into training coaching and mentoring activities for participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.

3.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed

3.3.4. Follow-up Coordination: The district coordinated the follow-up services provided across multiple schools receiving training.

3.4. Evaluation

3.4.1. Implementing the system: The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and sub-groups.

3.4.2. Transfer Into Classroom: At least 10% of the professional development conducted throughout the district well includes a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.

3.4.3. Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.

3.4.4. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of performance when appropriate.

3.4.5. Use of Results: The district uses the results of the district-level evaluation as part of the needs assessment process for the school year's district professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.

3.4.6. Expenditures: The district documents the total expenditure of resources for professional development and includes a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.

3.4.7. Student Gains: The district's school grades demonstrate overall increases.

Checklist and Judgment Scale

The standards listed above form the basis for a checklist used by reviewers to judge the quality of the professional development system for each school district. Appendix C contains the new Florida Professional Development System Evaluation Checklist. The rating scale employed on the checklist is a four point rating scale as displayed in Table 2.

Table 2

Rating Scale for Protocol

1. Unacceptable	Little or no evidence that the district is implementing the standard
2. Marginal	Some but inconsistent evidence that the district is implementing the standard (observed in a few faculty or schools, a few components of the standard)

- | | |
|--------------|--|
| 3. Good | Considerable evidence that district is implementing the standard (observed in many faculty and schools, many components of the standard) |
| 4. Excellent | Pervasive evidence that the school is implementing the standard (almost all faculty and schools, almost all components of the standard) |

At the faculty level and school levels, after reviewing results from all data collection, the reviewer assigns one overall rating to each standard for the school. Faculty and school results are summarized across all schools visited and averaged to form a district rating for the faculty and school levels. These results are presented to one decimal point (e.g., 2.1 or 3.4). District results are finalized after reviewing the faculty and school results, with one whole number rating applied to each district standard. Results from school districts are maintained only as working papers and used only for the purpose of generating the ratings by standard for the district.

District State Visits

The Department conducts onsite visits to school districts to apply the Professional Development System Evaluation Protocol. Site visits include:

- A. Interviews with district level staff including the directors of staff development, curriculum and instruction, and testing/assessment.
- B. Reviews of documents depicting and supporting the development process for the Professional Development System including the ways in which these items were incorporated into the process: School improvement.

Currently there are 13 large districts, 20 medium districts, and 34 small districts. As displayed in Table 4, a total of 511 person-days are required to implement the system for all school districts. A 5-year cycle requires an annual commitment of approximately 35-40 reviewers expending a total of about 102 days spread over the year. More frequent visits would require greater and more intense expenditure of resources.

Table 4
Personnel Resources for Site Visits

District Size	Number of Visits	Person-Days per Visit	Approximate 1-year
Approximate 5-year cycle			
Small	34	4	27.2
Medium	20	9	36
Large	13	15	39
Total	67		102.2
			511

The selection of districts for site visits across a 5-year cycle includes a balance between small, medium, and large districts and geographical distribution across the state. Reviews begin in the spring of 2003 with five districts and will continue with reviews conducted in the fall and spring of each year, but avoiding as much as possible the month prior to FCAT testing. To the

extent possible, the review schedule is coordinated with the reviews of districts conducted by OPPAGA.

Reviewer Qualifications and Selection Process

Reviews will be coordinated by staff members of the Bureau of Educator Recruitment and Professional Development or contracted staff for this purpose. Reviewers for the new Protocol System will be drawn from three sources: Department staff (including affiliate offices), district professional development staff, and faculty in community colleges, colleges, and universities with experience in planning and organizing professional development systems. Within the department, reviewers will be solicited from the Bureau of Educator Recruitment and Professional Development, Bureau of Educator Standards, and Bureau of Educator Certification, as well as from within the Division of Public Schools including the Bureau of Curriculum, Instruction, and Assessment, and the Bureau of School Improvement Educational Flexibility.

Additional reviewers will be drawn from the regional staff of the Area Centers for Educational Enhancement, and the regional consortia of the Panhandle Area Education Consortium (PAEC), Heartland Education Consortium (HEC), and Northeast Florida Educational Consortium (NEFEC). The Department will also solicit professional development directors and coordinators located in local school districts and faculty in community colleges, colleges, and universities who will be willing to participate in the reviews. If the Bureau of Educator Recruitment and Professional Development devoted 50 person days each year to implementing the new system, approximately 52 additional

Data Analysis

The school reviewer to generate ratings for each Faculty and School Standard for each school-visited uses the previously listed rating scale. The entire team gathers to document Faculty and School Standard ratings across all schools visited in the district. Appendix D Contains the team summary report format used by review teams in generating cross-school analyses.

Ratings are averaged across schools to generate an overall district rating for each standard at each level. Thus, a district might receive a rating of 3.7 on standard 1.1.1, Individual Needs Assessment, 1.8 on 1.1.2, Administrator Review, 3.2 on 1.1.3, Priority of Needs, and 3.5 on Individual Professional Development Plan. At the district level, only one rating is provided as a whole number reflecting the status of each standard.

Results from school visits are maintained only as working papers and used only for the purpose of generating the rating by standard for the district. Results from individual schools are used only as a representative sample of implementation in the entire district and not reported individually to the district.

Reporting

The Department generates a report for the district that documents the results of the site visit, areas of strength, and any areas in need of improvement. Numerical results are presented as a district rating for each standard at each level of the system. Appendix E Contains the District Report Format used by review teams and the Department in generating the final district report. Appendix contains an example of a completed district report.

Districts are provided an opportunity to review the report for errors in fact prior to public release. These reports are then summarized across districts each year for a report to the commissioner and Legislature documenting the quality of the professional development system across the state.

Appendix A

National Staff Development Council (NSDC) Standards for Staff Development

PROCESS STANDARDS

Staff development that improves the learning of all students:

1) Uses disaggregated student data to determine adult learning priorities, monitor progress and help maintain continuous improvement. (Data-Driven)

- i) In the school/district, data on student learning provide focus for staff development efforts.
- ii) In this school/district, teachers gather evidence of improvements in student learning in their classrooms to determine the effects of their staff development on students.
- iii) In this school/district, data are disaggregated to ensure equitable treatment of all subgroups of students.

1) Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)

- i) In this school/district, various types of evidence are used to improve the quality of staff development (formative evaluation)
- ii) In this school/district, various types of evidence are used to determine whether staff development achieved its intended outcomes (summative evaluation)
- iii) In this school/district, the evaluation of staff development consistently includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.

2) Prepares educators to apply research to decision making. (Research making)

- i) In this school/district, staff development prepares educators to be skillful users of educational research.
- ii) In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies.
- iii) In this school/district pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.

3) Uses learning strategies appropriate to the intended goal. (Design)

- i) In this school/district, educators participate in a variety of learning strategies to achieve staff development goals.
- ii) In this school/district, technology supports educators' individual learning.
- iii) In this school/district, a variety of follow-up activities follow every major change initiative.

4) Deepens' educators content knowledge, provides them with research based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)

- i) In this school/district, teachers have many opportunities to develop deep knowledge

of their content.

- ii) In this school/district, staff development expands' teachers instructional methods appropriate to specific content areas.
- iii) In this school/district, staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.

5) Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

- i) In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall mission and goals for staff development.
- ii) In this school/district, staff development prepares educators to create relationships with parents to support student learning.
- iii) In this school/district, technology is used to communicate with parents and the community.

Analysis of the Relationship between Florida's New Protocol Standards and the NSDC Standards for Staff Development

NSDC Standards

CONTEXT STANDARDS

Staff Development that improves the learning of all students

Organizes adults into teach communities whose goals are aligned with those of the school and the district. (Learning Communities)

In this school/district, small learning teams are primary component of the staff development plan

In this school/district, all teachers are part of an ongoing, school-based learning teams that meet several times a week to plan instructions, examine student work, and/or solve problems.

Requires skillful and district leaders who guide continuous instructional improvement. (Leadership)

In this school/district, collective bargaining agreements (teacher contracts), calendars, daily schedules, and incentive systems support staff development.

In this school/district, leaders recognize staff development as key strategy for supporting significant improvements.

In this school/district, administrators and teacher leaders develop knowledge and skills necessary to be staff development leaders.

**Florida
Protocol**

**1.1.6
2.1.7**

**3.2.8
3.2.9**

**1.4.4
1.4.5
2.4.4
3.4.4**

Prepares educators to apply research to decision making. (Research-Based)

In this school/district, staff development prepares educators to be skillful users of educational research.

In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies.

In this school/district, pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.

Uses learning strategies appropriate to the interned goal. (Design)

In this school/district, educators participate in a variety of learning strategies to achieve staff development goals.

In this school/district, technology supports educators' individual learning.

In this school/district, a variety of follow-up activities follow every major change initiative.

Applies Knowledge about human learning and change. (Learning)

In this school/district, staff development learning methods mirror, as closely as possible, the methods teachers are expected to use with their students.

In this school/district, staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.

In this school/district, staff development leaders gather and use information about individuals' concerns about staff development initiatives to design interventions and follow-up strategies.

Provides educators with knowledge and skills to involve families and other stakeholders properly. (Family Investment)

In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall missions and goals for staff development.

In this school/district, staff development prepares educators to create relationships with parents to support student learning.

In this school/district, technology is used to communicate with parents and the community.

