PROFESSIONAL PATHWAYS

THE BROWARD COUNTY SCHOOL BOARD PLACES A HIGH VALUE ON ITS HUMAN RESOURCES AS THE STRENGTH AND FOUNDATION OF THE ENTIRE ORGANIZATION. PROFESSIONAL PATHWAYS IS A COORDINATED SYSTEM THAT IS STANDARDS-BASED, JOB EMBEDDED, AND FOCUSED ON ADULT LEARNING COLLABORATION. IT SUPPORTS THE BELIEF THAT CONTINUOUS IMPROVEMENT RESULTS IN A FOCUS ON INCREASED STUDENT ACHIEVEMENT AND SCHOOL EFFECTIVENESS. THIS POLICY IS FOR ALL EMPLOYEES, AND SHALL BE A DYNAMIC ONGOING AND SUSTAINED COMPREHENSIVE PROCESS. THIS POLICY IS ALIGNED WITH THE SEVEN STERLING CRITERIA OF LEADERSHIP, STRATEGIC PLANNING, CUSTOMER FOCUS, INFORMATION & ANALYSIS, HUMAN RESOURCE FOCUS, PROCESS MANAGEMENT AND RESULTS. IT IS THE BASIS FOR ESTABLISHING AND MAINTAINING PROFESSIONAL DEVELOPMENT AS A PRIORITY FOR ALL DISTRICT PERSONNEL.

TO FACILITATE THE ACHIEVEMENT OF THE GOALS OF THIS POLICY, THE BROWARD COUNTY EDUCATION CONSORTIUM IS ESTABLISHED AS THE COORDINATING BODY FOR PROFESSIONAL PATHWAYS AND OTHER INITIATIVES BETWEEN THE BROWARD COUNTY SCHOOL BOARD, HIGHER EDUCATION INSTITUTIONS SERVING BROWARD COUNTY, AND AUXILIARY PARTNERS.

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RULES:

1. **PROFESSIONAL DEVELOPMENT MODEL**. Professional Development must adhere to the following District's Staff Development Model criteria:

    • Identify Content – The knowledge, skills and attitudes to be acquired through staff development
    • Implement Process – Research-based components of staff development
    • Ensure Context – Those internal & external environmental conditions to support staff development
    • Assess Impact - Effect of staff development on student achievement and job performance

   This model of staff development adheres to the following national standards:
    a. Context –
    • Professional development begins with establishing learning communities whose goals are aligned with those of the school and district
    • Professional development promotes leaders who guide continuous instructional improvement
    • Professional development requires resources to support adult learning and collaboration

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    b. Process –
- Professional development uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- Professional development uses multiple sources of information to guide improvement and demonstrate impact
- Professional development encompasses a wide variety of delivery options that are appropriate to the intended goal
- Professional development applies knowledge about human learning and change
- Professional development provides educators with the knowledge and skills to collaborate

    c. Content –
- Professional development prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments
- Professional development holds high expectations for student achievement
- Professional development 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
- Professional development provides educators with knowledge and skills to involve families and other stakeholders appropriately

    d. Assessing the impact of staff development is embedded in the National Standards,

2. **PROFESSIONAL DEVELOPMENT STANDARDS**. All professional development must be in alignment with the national standards regarding context, process, and content, and it must be continuously assessed to evaluate its impact on student achievement and staff effectiveness. These standards include the following:

    a. A long-range vision/focus on:
- Student achievement based on well-defined outcomes
- The district's mission and strategic plan
- District and zone priorities
- School/department improvement process and plan
- School/department mission
- Professional development's national standards
- Individual performance and growth

    b. A process of on-going **identification and analysis of adult learning needs** which is determined by:
- Individual professional growth needs
- A school/department needs assessment (e.g. School Improvement Plan)
- Self-evaluation
- Target areas
- Data (when appropriate)
- Content and process

    c. A system for **the selection of effective research-based professional development opportunities** which:

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- Meets the needs of participants
- Is based on specific criteria
- Impacts student achievement and school/<u>department</u> effectiveness
- Adheres to the district's Professional Development model
- Supports the needs of the school/department
- Provides a focus for the school/department

d. The identification of a professional development plan that addresses school/department needs:
  - Based upon the school/department improvement plan
  - Developed by a representative group of stakeholders
  - Supported by adequate resources obtained through internal and/or external sources
  - Designed to provide a continuum of learning over a designated period of time of at least one year
  - Inclusive of technology training needs
  - Inclusive of a recognition/reward process
  - Inclusive of alternate delivery methods
  - Inclusive of collegial learning communities
  - Inclusive of building capacity within the school/department

e. An **organized system** of adult learning which will ensure that:
  - The superintendent establishes a district focus on learning
  - The principal/department head establishes a focus on learning
  - The principal/department head provides time for learning
  - Leadership is aware of adult change readiness stages (awareness, acceptance, ownership and internalization)
  - Leaders will facilitate dialogue about change
  - Adult learning is aligned to the district's mission, strategic plan, and school/department improvement plan
  - There is a commitment to a professional development continuum which incorporates adult learning styles
  - There is a system for identification and analysis of supervision and peer evaluation
  - Interested individuals have the opportunity to develop a professional growth plan, however, it is a state mandate that all teachers have a professional growth plan
  - Research-based models for learning utilizing (theory, demonstration, practice, observation, coaching, feedback)
  - Each school/department has identified staff certified through the Staff Developer Series offered by the Human Resource Development Department as on-site trainers
  - Acquired learning is shared with others

f. A systematic process and procedure for **accessing resources** for professional development (e.g. time, flexibility, money, human resources, materials, research, best practices, technical assistance) which will:
  - Utilize existing resources
  - Redirect existing resources
  - Access new resources from varied funding sources

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g. A system for **continuous evaluation** of professional development for district departments and individual schools. The system will provide for the collection of data which measures:
   - Immediate participant reaction to training
   - Knowledge gained from training
   - Application of learning
   - Sharing of knowledge with colleagues
   - Impact on student learning (3-5 years) including benchmarks of progress
   - Return On Investment (ROI) which feeds back to the selection and compensation system
   - Integration of results into the organization for accountability purposes

3. **PROFESSIONAL DEVELOPMENT GUIDELINES**:

   a. Professional development initiatives will be assessed for effectiveness in achieving strategic plan goals
   b. Schools and zones, with district support, are responsible for developing a core of trainers and facilitators to implement their initiative
   c. All new district initiatives will be supported by a professional development plan when appropriate
   d. A system will be established to review models, disseminate programs and resources, and serve as a clearinghouse throughout the district
   e. Each school/department will articulate a process for staff development in its improvement plan
   f. A continuum of professional development will be provided for the specialized orientation and training needs of role-alike groups
   g. A system will be maintained to publicize, record, track and evaluate all formally initiated professional development activities

4. The Superintendent shall establish and maintain administrative procedures for implementing the Broward County Education Consortium.

5. The Superintendent has established a district Training & Development Ad-Hoc Committee that will address the development of a noninstructional continuum.

6. A continuum of professional development for the training needs of instructional staff will be established as a means of attracting and retaining classroom teachers. (See attached Professional Pathways: A Continuum of Instructional Professional Development chart.)

   a. The continuum consists of four stages of professional development which include:
      - Pre-Professional/Foundation Stage –a field experience or student teacher who is exploring their commitment to the teaching profession
      - Professional/Application Stage – a teacher who is beginning to put theory into practice and test his/her classroom skills

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- Accomplished Practice Stage – a teacher who has reached the level of impact in the classroom and is able to routinely implement strategies that increase student achievement
- Teachers as Leaders Stage- a teacher who is able to demonstrate mastery in the classroom and continuously reflects on improving their skills

b. The Pre-Professional through Accomplished Practice stages of the continuum will be based on the state's 12 Educator Accomplished Practices which are:
- Assessment
- Communication
- Continuous Improvement
- Critical Thinking
- Diversity
- Ethics
- Human Development and Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- Technology

c. The Teachers As Leaders Stage will be based on the National Board for Professional Teaching Standards' Five Core Propositions on what teachers should know and be able to do. They are:
- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of Learning Communities

d. The district will establish, and/or align support systems/programs to assist instructional staff at each stage of the continuum
There is a minimum requirement of three years as a classroom teacher in order to achieve the national certification candidacy stage of the continuum