

Office of Superintendent of Schools  
Board Meeting of November 16, 2005

November 8, 2005

Office of Professional Development  
Ava G. Byrne, Deputy Superintendent

**SUBJECT:           REQUEST TO ACCEPT THE FINDINGS OF THE FLORIDA  
DEPARTMENT       OF       EDUCATION       PROFESSIONAL  
DEVELOPMENT SYSTEM EVALUATION PROTOCOL DISTRICT  
REPORT**

**COMMITTEE:       SCHOOL SUPPORT ACCOUNTABILITY**

During 2000, the Florida Legislature enacted legislation to improve the quality of professional development systems for public education by aligning the state definition of high quality professional development with the requirements set forth in the No Child Left Behind Act. The legislation mandated that the evaluation of professional development include an annual data assessment measuring evidence of student progress.

In accordance with the legislation, the Florida Department of Education implemented the *Florida's Professional Development System Evaluation Protocol* to outline the methods and protocols that Florida school districts are required to follow in conducting ongoing assessments for continuous improvement of professional development in their schools. During May, 2005, a 15-member state evaluation team visited 29 M-DCPS schools to evaluate the systemic implementation of professional development. The team included representatives from the Florida Department of Education and professional development specialists from other school districts. Team members also met with regional and district personnel to review the planning, delivery, follow-up and evaluation of professional development throughout the district.

Following the team's visit, findings were outlined in a report that assesses performance at the District, School and Faculty levels for the following key indicators: District Needs Assessment, Generating a District-wide Professional Development System, Coordinating with School Improvement Plans, Content of the Professional Development, Learning Strategies, Use of Technology, Coordinated Records, Learning Communities, Web-based Resources and Assistance and Action Research. Ratings ranging from 1 (low) to 4 (high) for each standard are assigned for schools visited by the team members. Resulting scores are averaged to produce overall ratings at the District, School and Faculty levels. Ratings of 3.5 or above are considered exemplary and ratings below 2.0 demonstrate that improvements are needed.

**D-1**

M-DCPS received exemplary ratings in Needs Assessment, Content, Learning Strategies and Use of Technology. The report reveals that improvement is required in the following areas:

- Learning Communities: Schools should organize and encourage active teacher participation in learning communities. The goals and objectives of school-based learning communities must be aligned school and district initiatives.
- Web-based Resources and Assistance: For training provided to school administrators and faculty members, the district should increase the level of follow-up support provided through web-based resources and discussion groups.
- Action Research: Evaluations of the effect of professional development should be incorporated into pilot studies and action research conducted by individual teachers or teams of teachers at the school level.

The report establishes a baseline to measure annual progress on each indicator and it targets indicators that the Office of Professional Development has prioritized. The report validates district efforts to substantively increase job-embedded professional development opportunities provided to educators throughout the district.

A complete copy of the report was submitted to the School Board prior to the meeting.

RECOMMEND: That The School Board of Miami-Dade County, Florida accept the findings of the Florida department of education *Professional Development System Evaluation Protocol* district report.

AGB:hf

# FLORIDA DEPARTMENT OF EDUCATION



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October 6, 2005

Dr. Rudolph F. Crew, Superintendent  
Miami-Dade County School District  
1450 Northeast 2nd Avenue #912  
Miami, Florida 33132-1308

Dear Superintendent Crew:

I am pleased to inform you that **the Professional Development System provided by the Miami-Dade County School District meets the adequacy provision** referenced in s. 1012.98, Florida Statutes. 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 sessions. The resulting legislation is in alignment with the definition of high quality professional development outlined in the Federal No Child Left Behind Act. Current law specifies in **s. 1012.98 – School Community Professional Development Act, 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.

CHERI PIERSON YECKE, PH.D.  
CHANCELLOR, K-12 PUBLIC SCHOOLS

Pursuant to this legislation, in the spring of 2003, the Florida Department of Education began implementing the new *Florida's Professional Development System Evaluation Protocol*. The purposes of the new Professional Development System Evaluation Protocol are to:

1. Ensure the highest quality district, school, and faculty Professional Development Systems in Florida, as defined in s. 1012.98, F.S., the No Child Left Behind Act and standards established by the National Staff Development Council.
2. Provide Florida school districts with the methods and protocols needed to conduct ongoing assessments for continuous improvement of professional development in their schools.

Your school district was one of the districts selected for site visits during the spring of the second year of implementation for the *Professional Development System Evaluation Protocol*. Further information about the new system is available at <http://www.teachinflorida.com/teachertoolkit/StaffDevToolkit.asp>. The full report of the review of your district is included in this packet that also describes the reviewers and methods used to conduct the reviews.

We are pleased to inform you that the review team identified the following strength areas in your professional development system:

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

**3.1.2 Generating a District-wide Professional Development System:** Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.

**2.1.4 Coordinating with School Improvement Plan:** The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.

**2.1.6 Content:** Training activities specified in the school's professional development system focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

**2.2.2 Learning Strategies:** The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

**2.2.4 Use of Technology:** Training is delivered through a variety of technologies that support individual learning.

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

**1.1.5 Content:** Training activities in the plan focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

**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 inservice points.

The review documented needs for improvement in these areas:

**2.1.7 Learning Communities:** The school organizes adults into learning communities whose goals are aligned with those of the school and district.

**1.1.6. Learning Communities:** The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.

**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.

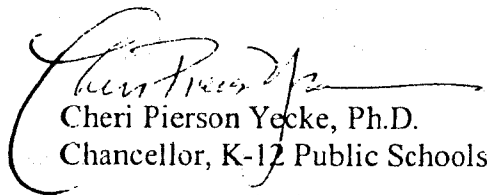
**1.4.4 Action Research:** Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.

The Department of Education, through the Bureau of Educator Recruitment, Development and Retention, is offering technical assistance to all school districts in meeting the standards of the *Protocol* system. Please contact Henry Pollock at 850-245-0435 or by email at [Henry.Pollock@fldoe.org](mailto:Henry.Pollock@fldoe.org) to make arrangements for assistance.

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Superintendent Crew  
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We appreciate very much the time and effort that the staff in your professional development office took to assist the Department in conducting this examination of an essential component of high quality school systems, and the hospitality of your district and schools in facilitating the review. We join with you and your district in supporting this valuable contribution to improving the quality of professional development programs in Florida.

Sincerely,



Cheri Pierson Yecke, Ph.D.  
Chancellor, K-12 Public Schools

cc: Ava Byrne, Deputy Superintendent

Florida DOE Professional Development System Evaluation Protocol  
District Report

Miami-Dade County Review, 5/9/2005 - 5/13/2005

**INTRODUCTION**

The review of Miami-Dade County's Professional Development System using Florida's Professional Development System Evaluation Protocol was conducted between 5/9/2005 and 5/13/2005.

**The team was composed of:**

Constance Bergquist	ESDI	<i>Team Leader</i>
Norish Adams	FAMU	
Yakup Bilgili	Florida Department of Education	
Todd Cluff	Pasco County Public Schools	
Traci Dami	Collier County Public Schools	
Marilyn Dennison	Pinellas County Public Schools	
Ruth Hall	Hillsborough County Public Schools	
Sallie Jenkins	Seminole County Public Schools	
Abigail Letcher	Florida Department of Education	
Claudia McNulty	Indian River County Public Schools	
Mark Munas	Osceola County Public Schools	
Joan Salzberg	Washington County	
Denise Scheidler	Florida Department of Education	
Cindy Smith	Martin County Public Schools	
Debbie Wedding	Pinellas County Public Schools	

The Miami-Dade County Public School system (M-DCCPS), the 4th largest school district in the nation, is located in Southeast Florida with a dense population centered around the city of Miami and encompassing all of Dade County. Demographically, the M-DCCPS serves approximately 10% Caucasian, 28% African-American, 60% Hispanic, and 2% other students. Approximately 64% of the PK-12 students qualify for the Free and Reduced Priced Lunch Program. The student population for the school system is rapidly increasing with more than 10 new school buildings being constructed every year.

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The M-DCPS is comprised of over 330 PK-12 schools, with an approximate current enrollment of 365,000 students and 21,000 classroom teachers. A total of 29 M-DCPS (9%) schools that received school grades during the 2003-04 school year were selected for site visits to represent the entire school district. Selection factors included level of school, geographic area, student demographics, and school grades. A total of 16 elementary, 7 middle, 5 high schools, and 1 charter school were visited.

The current Superintendent, Dr. Rudolph Crew, was appointed last year and is the third superintendent in five years. Ms. Ava Byrne, the newly appointed Deputy Superintendent for Professional Development, joined the M-DCPS administration late last year and has responsibility for professional development for teachers, administrators, and non-certified employees. She reports directly to the Superintendent. The district is divided into six geographical regions for school administration. Each region has a regional superintendent and a Director of Professional Development who is responsible for professional development within that region.

The district's Professional Development Offices are located in the center of Miami at the M-DCPS offices. The district also supports a Teacher Education Center with a staff of 15 that is responsible for planning and conducting many professional development offerings. Ms. Rosa Harvey-Pratt, Director of the Teacher Education Center, was assigned responsibility for coordinating review activities and preparing the district for the review. A Teacher Education Council (composed of selected teachers, university professors, administrators, paraprofessionals, and a community representative) meets monthly to review TEC activities and provide input into planned professional development efforts. The United Teachers of Dade is the teacher bargaining unit that is strongly involved in requirements for and restrictions on professional development through bargaining for the teacher contract.

The district has undergone major changes in the last year with the new Superintendent. The major thrust currently is to improve student academic performance in schools with academic deficits, including schools with school grades of D or F and those with characteristics that may predict low school grades in the future. A set of 39 schools serving 44,000 students have been identified as the lowest performing schools and placed into a separate administrative area termed the Zone. These struggling Zone schools are receiving extensive additional support. All teachers in the Zone schools are required to participate in 28 hours of professional development in the second semester of 2004-05 and 56 hours in the 2005-06 school year. An additional set of targeted marginal schools are the Stellar schools with similar characteristics. The Professional Development Office staff has been strongly involved in planning and delivering professional development as part of this strategic effort to increase student achievement across the district. An extensive summer program will be implemented for the Zone and Stellar teachers through the Summer HEAT (Helping Enrich and Advance Teaching) Program. Additional professional development efforts have included the CRISS program, CIM model, Science and Math Integrated with Literary Experiences (SMILE), and Project BEAR.



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Schools visited were:

Allapattah Middle School  
Charles R. Drew Middle School  
Doral Middle School  
Highland Oaks Middle School  
North Dade Middle School  
Palmetto Middle School  
Downtown Miami Charter School  
Miami Edison Middle School  
Calusa Elementary School  
Coral Reef Elementary School  
Coral Terrace Elementary School  
Frances S. Tucker Elementary School  
Hibiscus Elementary School  
Holmes Elementary School

Miami Central Senior High School  
John I Smith Elementary School  
Leewood Elementary School  
Miami Edison Senior High School  
Miami Jackson Senior High School  
Meadowlane Elementary School  
North Hialeah Elementary School  
Orchard Villa Elementary School  
Pinecrest Elementary School  
Parkway Elementary School  
South Miami Elementary School  
Virginia Boone-Highland Oaks Elementary  
West Little River Elementary School  
MAST Academy  
Coral Reef Senior High School

Within each school, five teachers were selected for interview by the Team Leader, based on representation of different grade levels and content levels, and excluding teachers new to M-DCPS this year. Principals, TEC Representatives, other school staff who had direct responsibility for professional development, and some key district staff most directly involved with planning, implementing, and evaluating professional development in Miami-Dade County Public Schools were interviewed.

The following pages provide ratings for each standard in the evaluation system. The rating scale used is:

1. Unacceptable
2. Marginal
3. Good
4. Excellent

**Florida DOE Professional Development System Evaluation Protocol  
District Report  
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Ratings for each standard are averaged across all public schools visited in Miami-Dade County. Ratings of 3.5 and higher are considered exemplary, and ratings below 2.0 need improvement. Differences of more than .5 rating points among elementary, middle, and high schools are noted in the narrative and marked with an asterisk.

Note that there were some unusual limitations on this district review. Due to an external investigation, some key records were not available for review by the team, including sign-in sheets and records of participation in professional development courses and evaluations by participants of the training. Additionally, time to interview some key district administrators involved in planning and delivering professional development was very limited. The Review Team did not interview or have access to the regional directors of professional development who have key responsibilities in the professional development system.

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Level	District	Strand	Planning	Rating
				4

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

**Findings:** The district conducts a formal needs assessment annually that includes a school-by-school analysis of disaggregated student achievement data by content areas and skills. The district also surveys faculty and staff in all schools on areas of need for professional development. This information is then provided to the schools. There is a significant effort made by the district to plan professional development for schools in the Zone and Stellar regions based on their student achievement data. There is an emphasis in the district on planning staff development for teachers that will most impact student achievement. There is also considerable effort made to create a critical mass of teachers at each school who can move the major district-identified initiatives forward. The district is commended on the generation and use of disaggregated student achievement data in planning for professional development.

4

**3.1.2. Generating a District-wide Professional Development System:** Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.

**Findings:** The district is commended for using a comprehensive process for generating a district-wide Professional Development System. This is especially evident in the plan for the Zone and Stellar schools. Based on the needs assessment, the district generates a system comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and district strategic planning. There is considerable evidence that the instructors who deliver professional development use the same recommended strategies and practices that the teachers will use to instruct their own students.

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Level	District	Strand	Planning	Rating
3.1.3.	<b>Content:</b> Training activities in the district's Professional Development System focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.			3

**Findings:** Most of the training activities in the district's Professional Development System focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement. The major categories were clearly identified in the Master Inservice Plan. The emphasis in this district is on the areas that will most directly impact student achievement. Teachers are receiving professional development directly related to improving the skills and knowledge used in the classroom.

3.1.4.	<b>Trainers:</b> The district's professional development system includes processes to disseminate knowledge of the NSDC standards through skilled trainers and/or principals.			3
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**Findings:** The district's professional development system includes some processes to disseminate knowledge of the NSDC standards. The district reports that this dissemination occurred through training delivered on the protocol. This training was given to district curriculum staff, regional superintendents, directors, principals, FDLRS staff, and school-based teacher leaders and coaches. It was also delivered to some schools at the invitation of the principal or regional superintendent. Information about the protocol was sent to all schools as well. District staff reports that it was a challenge to get the same consistent message out to all stakeholders but feel they are improving in this area.

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Level	District	Strand	Delivery	Rating
3.2.1.	<b>Relevance of Professional Development:</b> The training objectives of the delivered training reflect directly the student achievement objectives of the school district and specify the outcome expectations of course offerings. <b>Findings:</b> Most of the professional development delivered in the district is directly related to the actual training that takes place in the district. Several examples were presented of appropriately planned and delivered trainings. Some of these professional development programs included Science and Math Integrated with Literary Experiences (SMILE), CRISS, and Project BEAR. The district has also embarked on a major professional development effort for the Zone and Stellar schools, although one set of curricular programs does not appear to be required for all teachers within these schools. Curriculum content coordinators monitor trainings to ensure that the content is relevant and that the training is delivered consistently throughout the district.			3
3.2.2.	<b>Learning Strategies:</b> The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback. <b>Findings:</b> Appropriate learning strategies were used in most professional development that teachers received. Most instructors model the skills and practices that teachers are expected to use in the classroom and provide opportunities for practice and feedback. CRISS and SMILE trainings are good examples of these strategies.			3
3.2.3.	<b>Sustained Training:</b> Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants. <b>Findings:</b> There was evidence that some of the more recent professional development courses are being delivered over multiple sessions and multiple days for sustained training. Although recent professional development initiatives support more sustained training opportunities over 15 hours or more spread across multiple days, many professional development offerings developed earlier and continuing to be offered are of limited duration and represent one-shot trainings.			3
3.2.4.	<b>Use of Technology:</b> Training is delivered through a variety of technologies that support individual learning. <b>Findings:</b> Technology is used in delivering most of the district's professional development programs. Examples include PowerPoint, video tapes, audio tapes, and internet assignments. Other examples noted included the use of email for follow-up assistance, references to web resources, computer-based instruction, and some initial offerings through online professional development programs.			3

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Level	District	Strand	Delivery	Rating
3.2.5.		Time Resources:	Sufficient time resources are available to implement the planned professional development.	2

**Findings:** Although the district designates two full days and four early release days per year in the calendar for professional development, there is little evidence that these days are actually used for professional development. Use of time appears to be at the discretion of the individual school. The district is commended, however, for including in the teacher contracts for Zone schools the requirement for 28 hours of professional development outside of the contract day during the second semester of 2004-05, and 56 hours for the 2005-06 school year.

3.2.6.		Dollar Resources:	Sufficient dollar resources are available to implement the planned professional development.	3
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**Findings:** The district reports that funds for necessary professional development activities are available through state categorical funds, grants, and private supporters. The district supports professional development through disbursement of funds to each region. Schools are required to request funds from their region through a mini-grant process. Zone schools receive professional development funds directly from the district. The Summer Heat Program will be implemented this summer and will provide teachers with their daily rate of pay. All schools are given funds for substitutes so that teachers can attend professional development during the school year.

3.2.7.		Coordinated Records:	The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.	3
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**Findings:** The district reports that inservice records can be accessed through school offices or TEC. The district is implementing a web-based system to allow teachers direct access to their inservice points; however, many people are not aware of this system or have difficulty securing accurate information through the system. Inservice points for TEC offerings are updated regularly; however, there is some indication from schools that school-based inservices are not updated as frequently. District inservice records were not available for review.

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Level	District	Strand	Delivery	Rating
				3

**3.2.8. Leadership:** The district recognizes and supports professional development as a key strategy for supporting significant improvements.

**Findings:** The district has a new District Superintendent whose vision for the district involves a greater emphasis on professional development. The district has created a new professional development structure that includes a Deputy Superintendent of Professional Development. Additionally, a position of Director of Professional Development has been added to each region; however, it was noted that these directors report to their regional superintendents, not to the district professional development office. Teachers who are a part of the Zone are required to participate in 28 additional hours of professional development during the 2004-05 school year and 56 additional hours for the 2005-06 school year beyond their school day. This requirement is part of their contract that included a 20% increase in salary.

**3.2.9. Growing the Organization:** The district seeks out and fosters professional development and promotion for employees with potential.

**Findings:** The district provided numerous examples of programs to build capacity and grow the organization. Some of these examples include the Principal and Assistant Principal Program and Superintendent's Urban Principal Program. The assistant principal training program has been temporarily suspended to be redesigned to better meet the needs of future administrators. In the past, the district has sponsored three doctoral cohort groups in collaboration with Barry University, Florida International University, and Nova Southeastern University. The district has 793 National Board Certified Teachers. Sixty percent of these teachers are providing mentoring services in the district. Future plans for mentoring and coaching will include more involvement of NBC teachers. To meet the mandates of NCLB, tuition reimbursement is available to paraprofessionals to assist them in acquiring the necessary credentials. As an additional motivator, the district pays the test fee for paraprofessionals the first time they take the test.

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Level	District	Strand	Follow-Up	Rating
				2

**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.

**Findings:** In this district, documentation of the extent to which participants use the knowledge and skills learned in training to instruct students is limited. The district does not have a single system for tracking implementation, and documentation may take the form of notations in lesson plans, dialog with instructors and administrators, classroom walk-through data, or informal observation. While several methods may be in practice, there is no requirement to use any of the systems.

2

**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.

**Findings:** While some of the district's initiatives include a coaching and mentoring component, this is an area in which the district is building capacity. There is a limited presence of coaching and mentoring tied to professional development for most major programs. The district provides over 300 coaches and mentors, primarily in reading and mathematics. Coaching and mentoring exist to a large extent in the district's Reading Initiative with the school-based Reading Leaders (reading coaches) providing both coaching and mentoring. They are regularly in the classrooms observing and modeling lessons for teachers. Additionally, coaching and mentoring are present in programs like the MSPD initiative, specific Title programs and a limited number of grant supported programs. Coaches have been placed in some schools for Math as well. The district is certainly to be commended for its National Board Teacher Program which has grown the number of NBCT to 793 - one of the largest numbers for any district in the country. The NBCT are regularly involved in the coaching and mentoring activities for prospective National Board candidates. The district has a vision for using its NBCT in more meaningful ways to assist with coaching and mentoring, and has begun looking at better ways to use them for the coming year.



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Level	District	Strand	Follow-Up	Rating
				2

**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.

**Findings:** The district is just beginning to explore the use of technologies as a follow-up for professional development activities. The District has a newly designed web page, and some of the departments have web pages with links to assist teachers in the classroom. One web page included access to PowerPoint presentations for schools to use to support training. The use of discussion boards as a follow-up for professional development is not apparent; use of the web is limited to web links and searches. Many of the respondents noted that facilitators offer email and phone numbers if participants need additional assistance, and some areas are using listserves of teachers to pass along information. Some of those interviewed at the district level were unaware of the district's resources for professional development follow-up through the web.

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

**Findings:** In this district, coordination of follow-up is limited to specific programs. Coordinated follow-up was most apparent for Exceptional Student Education programs, some required Student Services programs and the district's reading initiatives. According to district representatives, the coordination of professional development at the school sites is the responsibility of the regions and their directors. Regional professional development directors meet with the leadership of the region regularly (monthly), but the system for regional directors of professional development to meet with district's professional development leadership to coordinate programs or ensure that sites were receiving the professional development identified in their plans is just beginning and needs strengthening.

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Level	District	Strand	Evaluation	Rating
				2

**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 subgroups.

**Findings:** The district provided evidence of a number of major professional development initiatives for the current and previous school years. In addition, the district has identified struggling schools (Zone) and marginal schools (Stellar) for additional support and scrutiny with regard to professional development programs. The district has undergone a major reorganization which has included the addition of a Deputy Superintendent for Professional Development and Directors of Professional Development in the District 6 regions. The district relies primarily on Master Plan points as a determinant of professional development in the district, and no formal analysis or system exists to assure the implementation of the District's Professional Development System. District personnel report that the regional offices are responsible for tracking the implementation of professional development and that schools are ultimately responsible for implementation, but no formal system of evaluation is in place to track implementation.

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

**Findings:** The district provided multiple examples of formal evaluations conducted of professional development programs or programs that included professional development. Examples were: Evaluation of the New Teacher Mentoring Program, Assessment of the New Teacher Orientation, Evaluation of the Professional Development Schools Program, a Curriculum Review that included observations in schools and surveys of professional development programs/points received by teachers, Evaluation of the Comprehensive Reading Plan, and summaries of Title V district and school projects for increasing teacher retention. These evaluations were conducted by the district's Office of Evaluation and Research. Some evaluation efforts were also evident in the Urban Systemic Initiative for Math and Science, and in some language arts/reading programs. Not in evidence were evaluations of the major professional development district initiatives such as the CRISS program and CIM model. For the Zone schools as well as all other schools, FCAT scores were the primary outcome measure of overall school effectiveness, although little linkage is made to specific professional development teachers have received. The district conducts an evaluation at the end of training using a standard evaluation form, although the district did not present any evidence that the results are summarized or used for cross program review or forward planning. Many principals conduct classroom observations, but no system exists to require follow-up evaluations in the classroom to insure that teachers use the skills that they have learned when they return to the classroom, or to document that students have learned more as a result.

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Level	District	Strand	Evaluation	Rating
				2

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

**Findings:** Although multiple examples of formal evaluations of professional development programs were provided, very few included student achievement data or linked the three essential components of 1) participation in professional development, 2) use of new skills/knowledge in the classroom, and 3) changes in student performance. These linkages were not made for even the major district initiatives or major professional development programs, although the district is clearly using FCAT student achievement data to examine closely the progress of students in the schools.

2

**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.

**Findings:** This district provided evidence of a limited number of formal evaluations of the professional development conducted in the district. In most cases, the formal evaluation of professional development was limited to Federal Title programs or grant related programs which had a requirement of formal evaluation. For most professional development, the district relies on survey data, needs assessment data, informal observation, dialog between schools and the district, and changes in student achievement as measured by standardized testing, but which cannot be tied either directly or indirectly to major professional development initiatives. This district has recently implemented the EduSoft program for capturing disaggregated student data, and schools are beginning to use these data to help make decisions about professional development and instruction.

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Level	District	Strand	Evaluation	Rating
				2

**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 next school year's district professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.

**Findings:** Little evidence was available that the formal evaluations that are conducted are used to inform or change the direction and emphasis of professional development in the district. Although the PDP form contains a place to document student changes resulting from teacher professional development, these data are not summarized at the school or district level. Most formal evaluations reviewed did not connect professional development with changes in student achievement, and little evidence was presented that professional development offerings were eliminated if they were not being implemented by teachers or not effective in improving student achievement.

2

**3.4.6. Expenditures:** The district documents the total expenditure of resources for professional development and is in compliance with statute 1012.98 and any proviso language governing the state supported professional development activities. Expenditures include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

**Findings:** While this district provided evidence of the expenditure of funds equal to the State required categorical amount, the district could not provide a report showing expenditures broken down by categories (Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.) This district did, however, provide evidence of training in the categorical areas and a report of projected expenditures by categorical level. This district has provided convincing evidence that it meets or exceeds the State requirement for the expenditure of professional development funds for reading (50% of the categorical amount).

2

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

**Findings:** The district's overall student gain as demonstrated through weighted average school grades was marginal. The weighted average number of school grade points for Spring, 2004, was between 320 and 379.

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Level	School	Strand	Planning	Rating
2.1.1.	<b>School Needs Assessment:</b>	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.		3.2
	<b>Findings:</b>	In many schools there was convincing evidence that disaggregated data were used to determine school professional development needs. In some instances schools utilized EduSoft and SPI Ware to access disaggregated student data. FCAT data were also provided. Some schools reported conducting surveys for collecting data from faculty and staff on areas of need for professional development. The district is encouraged to continue its efforts in providing and utilizing disaggregated data for the classroom level.		
2.1.2.	<b>Reviewing Professional Development Plans:</b>	The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.		2.7*
	<b>Findings:</b>	In many schools there was evidence that the professional development plans were reviewed by administrators; however, frequently the initial process did not include one-on-one conferences with the administrator. In some instances, the training objectives reflected only school, departmental, or team goals without reference to individual teacher goals. Often the professional development activities included on the PDP reflected generic, global statements or training topics. Some administrators perceived the PDP process as a disconnect from the school improvement process, and indicated a need for training in the planning process. It was noted that elementary schools received higher ratings on this standard than middle schools.		
2.1.3.	<b>Reviewing Annual Performance Appraisal Data:</b>	The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.		2.5*
	<b>Findings:</b>	Considerable variance was noted in how administrators perceive the significance of teacher performance appraisal data as it relates to individual professional development needs. In many schools, this information is not necessarily used to tailor or adapt the professional development individual teachers receive. Informally these results are incorporated into the school-wide planning for improvement and professional development. Clearly administrators could benefit from training on aligning the school improvement process with the annual teacher performance appraisal.		

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Level	School	Strand	Planning	Rating
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**2.1.4. Coordinating with School Improvement Plan:** The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.

**Findings:** The district and schools are commended for implementing a comprehensive planning process for school-level professional development. In most schools there was convincing evidence that the majority of professional development offerings was aligned with the school improvement plan. Some challenges noted were schools not including planned offerings because of lack of time, resources, and district mandates. In spite of the lack of fiscal resources, some administrators pursued other means of providing needed professional development. Frequently, professional development offered to the schools was aligned to the plan but not listed in the plan.

3.6

3.1\*

**2.1.5. Generating a School-wide Professional Development System:** As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning.

**Findings:** In most schools there is a school-level professional development system (typically the school improvement plan) that is aligned with school goals and is based on school data. The plans, however, lack specifics regarding time frames, delivery agents and implementation strategies. Although in a few schools these may items appear elsewhere, they are not directly related to a professional development system. High schools met this standard more frequently than middle schools.

3.7

**2.1.6. Content:** Training activities specified in the school's professional development system focus primarily on: the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

**Findings:** The district is commended on the appropriateness of the content of planned professional development. There was consistent evidence of professional development related to all of the required areas: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement. Very little content was identified that did not relate to these areas.

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Level	School	Strand	Planning	Rating
				1.8

**2.1.7. Learning Communities:** The school organizes adults into learning communities whose goals are aligned with those of the school and district.

**Findings:** There was significance evidence across the district that schools believed they were heavily involved in learning communities; few schools, however, were implementing learning communities in which teachers were meeting for the purpose of increasing their professional skills with structured learning activities. There was not a consistent definition or understanding across schools of what constitutes a learning community. Most schools have arranged their schedules to provide for common weekly planning time for grade levels or departments. The structure is in place to allow for learning communities, although most of the time presently is dedicated to logistics of classroom instruction and administrative functions. Very few true learning communities were noted.

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Level	School	Strand	Delivery	Rating
				3.4

**2.2.1. Relevance of Professional Development:** The training objectives of the delivered training reflect directly the objectives specified in the school's Professional Development System.

**Findings:** Most of the professional development recently provided at the school level was directly related to the planned professional development for the schools. Principals interviewed expressed their perceptions that the professional development offered was relevant to the needs of the teachers. The close alignment of school improvement needs with professional development planning and delivery resulted in strong relevance of the training received.

3.5

**2.2.2. Learning Strategies:** The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

**Findings:** The district and schools are commended for delivering training that uses appropriate learning strategies. In most of the schools, principals described recent professional development sessions conducted with strategies proven to be effective with adult learners. Overall, most sessions included demonstrations and modeling by the instructors, practice by the participants, and feedback on performance by the instructors or peers. When the sessions were short (in some cases 1 - 2 hours), time for practice and feedback was limited. In some schools, however, faculty members continued the practice and feedback in subsequent group meetings or planning times. Principals indicated that professional development instructors and facilitators frequently modeled the techniques that were being taught, and often the participating teachers took the role of the student to make the training more pertinent. There were few reports of lecture-based, talking head delivery.

3.0

**2.2.3. Sustained Training:** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.

**Findings:** Overall, efforts to sustain training were moderately evident, but considerable variation was noted across schools. There appeared to be pockets of strong sustained training (i.e. technology, CRISS); however, in many instances specific topics were presented in short time frames with little or no sustaining subsequent events. In spite of the absence of deliberate sustained training, most administrators indicated that the time was adequate; so it would appear that administrators are unaccustomed to assuring that teachers take newly acquired strategies to a deeper level.



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Level	School	Strand	Delivery	Rating
				3.5

**2.2.4. Use of Technology:** Training is delivered through a variety of technologies that support individual learning.

**Findings:** There is strong evidence of a variety of technology being used to deliver professional development and the district should continue to increase this use. Many schools received the highest rating on this standard. Examples included the use of PowerPoint, videos, SMARTboards, DVDs, graphing calculators, and computers.

3.0\*

**2.2.5. Time Resources:** Sufficient time resources are available to implement the planned professional development.

**Findings:** The district provides two pre-planning days and one day in February that could be used for professional development; however, these days are optional and many teachers are not available for the professional development that schools want to provide to meet school-wide needs. There was a wide variance in the use of substitutes and the availability of early release times for professional development that appeared to vary with the school's budgets and priorities. Middle schools received higher ratings than high schools on this standard. Increased mandatory professional development time allocations would be more conducive to sustained, intensive professional development that is most likely to result in improved teacher skill. The district is commended for the requirement that teachers in the Zone schools participate in 28 hours of professional development for the last semester of 2004-05 and 56 hours in the 2005-06 school year. This requirement, however, was not linked to school-wide or in-school training, but determined by individual teachers and attended by teachers, apparently regardless of the school's priorities. A more effective strategy would be to provide professional development within the schools for the whole faculty or groups of faculty members.

2.9

**2.2.6. Dollar Resources:** Sufficient dollar resources are available to implement the planned professional development.

**Findings:** There was considerable variation in the extent to which sufficient dollar resources are available across the schools to implement their planned professional development. The district provides extensive fiscal resources for professional development to Zone schools and Stellar schools; however, other schools consistently expressed their concern for having adequate fiscal resources to address their professional development needs. Schools without designed fiscal resources for professional development are using other sources (i.e. PTSA donations, grants) to meet their professional development needs. It is suggested that the district review how professional development dollars are provided to the schools and adopt a system of allocating adequate fiscal resources for professional development to all schools.

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Level	School	Strand	Delivery	Rating
				3.8

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

**Findings:** The district is commended on maintaining a system of coordinated records that are accessible to teachers through designated school personnel. Most principals indicated that the records are maintained through a computer system that is available and contains recent postings of teacher inservice participation. The system is computerized, but currently not easily available online to teachers. The system can be improved by providing individual teacher access online to all teachers.

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Level	School	Strand	Follow-Up	Rating
		2.3.1.	Transfer to Students: The participants use the knowledge and skills learned in training to instruct students in the classroom.	3.2

**Findings:** Many administrators reported formal and informal methods of validating the teachers' transfer of skills and knowledge gained from professional development programs to their classroom instructional practices. Administrators documented the transfer in a variety of ways, such as lesson plans, sitting in on grade level/department meetings, and teacher sharing of best practices and observations. Principals expressed their perceptions that with more teachers transferring knowledge and skills that they gain to the classroom, a greater impact will be seen in student achievement.

2.7\*

**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 correctly.

**Findings:** Principals in some schools indicated that designated staff provide coaching or mentoring activities related to their professional development; however, many other schools do not provide these services. Schools that have designated content resource staff are able to provide additional assistance in the form of coaching and mentoring if requested, but there are not enough staff available to provide the services to all teachers trained. Middle schools were particularly lacking in evidence of ongoing coaching and mentoring within the schools.

2.0

**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.

**Findings:** Most principals are unaware of web-based resources and assistance available for teachers following professional development, or indicated that most teachers are unaware of or do not use web-based resources and assistance. It is evident that some web-based assistance is available in a few schools and being used by a few teachers as follow-up to some of their professional development programs. Trainers are encouraged to provide follow-up through e-mails, but no consistent method is in place to ensure this practice.

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Level	School	Strand	Evaluation	Rating
			<p><b>2.4.1. Implementing the System:</b> 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.</p> <p><b>Findings:</b> Most administrators reported informal rather than formal evaluation systems in place at the school level. A few administrators reported using classroom observations to determine if teachers were using the new skills in the classroom. There was little evidence that administrators required teachers to document their transfer of new skills into the classroom. Administrators seldom review implementation of new skills, and when this happens it is usually through a very informal, undocumented process.</p>	2.8*

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

**Findings:** There is strong evidence on the emphasis at the school level on student achievement data. There is convincing evidence that schools across all levels document overall the performance levels of students. There is little evidence, however, to show a direct link between student achievement and the professional development the teachers received. Some principals require teachers to present charts and graphs or portfolios of student work on student test results that document student changes. Overall, considerable variation was noted across schools in the extent to which they are meeting this standard.

**2.4.3. 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, action research, and checklists of performance when appropriate.

**Findings:** Most schools are implementing planning systems that are driven by the FCAT and other standardized achievement tests, as well as district achievement tests. Measures cited were teacher constructed tests, portfolios of student work and performance checklists. Overall, however, evaluations linking professional development to student performance level are extremely limited. It was noted that elementary and high schools demonstrated greater adherence to this standard, while middle schools displayed lower levels.

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Level	School	Strand	Evaluation	Rating
				2.7

**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.

**Findings:** Generally and on an informal basis, school administrators consider progress made during one school year in both professional development and student performance levels to plan for the next year's efforts through the SIP planning process. There was little evidence of a direct link between accomplishment of planned professional development for teachers or their application of skills learned through the training to the levels of student achievement or analyses of these results. This gap resulted in a lack of an organized method to evaluate the effectiveness of this year's professional development to plan for next year's professional development.

2.3

**2.4.5. Expenditures:** The school administrator documents the total expenditure of resources for professional development and is in compliance with statute 1012.98 and any proviso language governing the state supported professional development activities. Expenditures include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

**Findings:** In this district, there was little evidence presented that the schools had documented expenditures for professional development at the school level by the eight legislatively-mandated categories cited in this standard, although considerable variation was noted across schools in the extent to which they were meeting this standard. Some individual schools had hand-calculated summaries, or were providing all of their professional development in one content area such as reading. Monies spent on professional development were reported coming from other sources such as Title and grant monies as well as school improvement funds, but were often easily documented by the categories required in this standard because of the funding source such as federal reading improvement or technology dollars. No system existed at the school level to generate such expenditures reports easily. Since an organized system does not exist, the district is encouraged to assist schools in this accounting process.

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Level	Faculty	Strand	Planning	Rating
1.1.1.	<b>Individual Needs Assessment:</b> The faculty member reviews classroom-level reports of disaggregated student achievement data by content area and skills in addition to school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development. <b>Findings:</b> Some schools are using disaggregated data, but many PDPs lacked data disaggregated down to the classroom level. Some schools were depending on grade level analyses instead of classroom data, possibly driven by the fact that PDPs are created in groups at grade level meetings instead of individually with an administrator. Often teachers did not discuss or reflect in their PDPs recertification needs or personal growth needs because the planning process for PDPs in these schools were based only on school level needs. In the Zone schools, the needs appeared to be mandated more by the district. Teachers interviewed generally indicated individual needs assessments based upon a combination of two or three of the content areas. Elementary schools demonstrated a higher level of proficiency in this standard than the secondary levels.			2.8*
1.1.2.	<b>Administrator Review:</b> The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities. <b>Findings:</b> There was considerable variation in the extent to which principals were adhering to this standard. Some of the principals are meeting one-on-one with teachers to determine the appropriateness of their planned PDP but most meetings took place only at the end of the year and not as part of the planning process. Individual meetings with an administrator to discuss PDPs seem to be, on a large scale, replaced by a whole faculty meeting to discuss the process, followed by small group sessions to develop plans that address a consensus of group goals of the department or grade level. Plans are then submitted to an administrator to be filed. In some schools principals met more than one time during the school year. Some administrators perceived the PDP process to be disconnected from their other activities because of the lack of training administrators and teachers in the purpose for and process of writing the PDP.			2.6

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Level	Faculty	Strand	Planning	Rating
1.1.3.	<b>Priority of Needs:</b>	First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.		2.7*

**Findings:** Although many teachers across most schools discussed the strong emphasis in the school on student achievement, considerable variation was noted in the extent to which they described a prioritization process for professional development that was based on student performance levels. Teachers in elementary schools showed a considerably higher implementation of this standard than middle school teachers. Some of the teachers interviewed reported that first priority in determining professional development is given to needs identified through student achievement data, although these data were usually school-level or district-driven data, not individual classroom data for that teacher. Teacher needs in the Zone schools are primarily determined by the district.

**1.1.4. Individual Professional Development Plan:** The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains.

**Findings:** Planned professional development is generally directly related to specific student performance data for those areas to which the teachers are assigned for core academic subjects in basic Math, Language Arts, Reading and Literacy, and those grades included in FCAT testing. This factor may explain why elementary schools scored higher in this standard. Teachers in other areas, however, such as Social Studies, Science, Fine Arts, and 11th/12th grades, expressed concern that it was more difficult to relate student achievement data to their teaching assignment. Some teachers note that the performance data related to their teaching assignments is NOT usually included in the School Improvement Plan. Many plans have no evaluation component documenting the expected student performance gains from the professional development in which teachers will participate, or performance gains are not stated in quantifiable language. Not all PDPs contain clearly defined training objectives, or specific measurable improvement in student performance resulting from the training activity. Some teachers expressed interest in having training on accessing their classroom aggregated data and setting realistic objectives on the PDP.

2.9\*

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Level	Faculty	Strand	Planning	Rating
1.1.5.	<b>Content:</b> Training activities in the plan focus primarily on the: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement. <b>Findings:</b> The district and schools are commended for providing professional development that is strongly related to the eight content areas specified in law and the standard. Training activities in the plan focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis. Coordination with subject content, teaching methods, and Sunshine State Standards reinforce the efficacy of the training process.			3.6
1.1.6.	<b>Learning Communities:</b> The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district. <b>Findings:</b> While most schools have arranged their schedules to provide for common planning time for grade levels or departments and provide for weekly planning time, almost all teachers were unfamiliar with the concept of learning communities. The structure is in place to allow for learning communities, although most of the time is dedicated to logistics of classroom instruction and administrative functions. Very few true learning communities were noted in which teachers were meeting with the purpose of increasing their professional skills with structured learning activities. Elementary schools exhibited greater application of this standard, and high schools indicated a lower level of understanding or use of learning communities.			1.6*



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Level Faculty	Strand Delivery	Rating 3.4*
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**1.2.1. Relevance of Professional Development:** The training objectives of the delivered training reflect directly the objectives specified in the IPDP.

**Findings:** Most teachers indicated that the professional development they received was relevant to their needs as teachers. The training specified on the PDP is delivered to the teacher within a reasonable span of time. The teachers received multiple training sessions that freed them up from administrative chores that previously had removed them from the time spent with the children. Elementary schools received higher ratings on this standard, and middle schools demonstrated a lower level of correlation between the training delivered and the relevance of the teacher needs.

3.4

**1.2.2. Learning Strategies:** The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

**Findings:** Many teachers reported appropriate learning strategies used in most professional development received. Use of appropriate learning strategies were evident across many schools. Instructors employed modeling and guided practice as key presentation techniques. Additionally, feedback was often proved to participants to enhance their skills and knowledge. Especially noted was the extensive use of appropriate strategies specifically in the area of technology training.

2.9

**1.2.3. Sustained Training:** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.

**Findings:** Teachers reported frequent examples of whole day and multi-session training sessions. A common pattern was an initial day of training with follow-up conducted during early release days. Also noted in some schools, however, were patterns of disconnected two-hour sessions. These patterns appeared to vary with the teacher who sometimes opted to participate in sustained training where others appeared to have received very little sustained training

3.4\*

**1.2.4. Use of Technology:** Training is delivered through a variety of technologies that support individual learning.

**Findings:** Many teachers interviewed provided evidence that the professional development they have received recently was delivered using at least one and sometimes several types of technology, including PowerPoint, DVD, LCD projection, and SMARTboards. Elementary schools appear to use technology less in their training activities than the secondary level schools.

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Level	Faculty	Strand	Delivery	Rating
				2.8

**1.2.5. Time Resources:** Sufficient time resources are available to implement the planned professional development.

**Findings:** Although the district provides 2 days in the calendar designated for professional development, and teachers are required to attend professional development on those days, there was considerable inconsistency in the number of days teachers reported as provided for professional development. Few teachers mentioned pre- or post- planning days, and the rare teacher who did was not sure if attendance was required, if the days were used for professional development by the district or school, or if they were used for "teacher work days." Teachers in Zone schools quickly identified the 28 required hours in the teaching contract for Zone teachers for the second semester of the 2004-05 school year that will increase to 56 hours for next year.

3.7

**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 inservice points.

**Findings:** The district and schools are commended on providing a system for documenting professional development participation and inservice points that is perceived by teachers to be up-to-date and easy to access. Almost all teachers interviewed provided evidence that the inservice records are easily accessed. Although the system is computerized, most teachers reported that they do not have the access to their online inservice records but rather request the information from the school's secretary. This system can be improved by providing teachers with direct online access to their records.

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Level	Faculty	Strand	Follow-Up	Rating
				3.4

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

**Findings:** Many teachers consistently reported that they use most of the skills learned in professional development when they return to teach in their classrooms. Informal observations by administrators facilitate the transfer of training into the classroom, and new skills and strategies are transferred into lesson plans. Teachers provided specific examples and evidence of using the strategies, especially from the CRISS training. Teachers in most schools consistently stated that a high percentage of what they learn is used with all their students throughout the school year.

2.3

**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.

**Findings:** Some schools described in detail their strategies for identifying and using a variety of mechanisms for providing coaching and mentoring within the schools, although considerable variation was noted across the schools visited. The most common pattern was in-school peer coaches, but in some settings the coaching was not directly related to the professional development that teachers had received. The district offered courses included virtually no coaching component to ensure that teachers captured and used the learning skills. Additionally, although National Board Certified Teachers were teaching in the schools, it does not appear that they are commonly being used to coach or mentor other teachers in subject areas.

1.7

**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.

**Findings:** Most teachers were not aware of any web-based resources available online through the district or through other sources. Instances were noted where, although the trainers provided email addresses and/or a web resource, teachers did not utilize this follow-up.

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Level	Faculty	Strand	Evaluation	Rating
		1.4.1.	<p><b>Implementing the Plan:</b> 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.</p> <p><b>Findings:</b> Although some teachers reported that administrators would probably evaluate the success of the impact of their professional development, the process is informal when it occurs. Examples of informal methods sometimes used included walk-throughs, incorporation into lesson plans, evidence of use in student work samples, and reviews of student learning gains. There is no formal process in place to document the implementation of the PDP. Elementary schools received higher ratings on this standard than the middle schools.</p>	2.6*
		1.4.2.	<p><b>Student Changes:</b> The faculty member documents the professional development accessed contributed to expected student performance gains.</p> <p><b>Findings:</b> Teachers generally reported changes over the school year in their students such as more engagement, enthusiasm, and effort. Many teachers indicated improved student performance on their teacher-made assessments and instructional routines; however, the link or relationship of participation in professional development with student achievement improvements changes was limited. FCAT data will not be available until the very end of the school year.</p>	2.6
		1.4.3.	<p><b>Evaluation Methods:</b> 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.</p> <p><b>Findings:</b> Teachers indicated that standardized achievement results are not available for their end of year evaluation. Therefore, many teachers and administrators used results of mini-assessments, and school-generated assessments to determine the effectiveness of student gains. Middle schools generally provided less evidence that the effect of the training positively impacted student achievement.</p>	2.8*

Florida DOE Professional Development System Evaluation Protocol  
District Report  
Miami-Dade County Review, 5/9/2005 - 5/13/2005

Level	Faculty	Strand	Evaluation	Rating
				1.2

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

**Findings:** Many teachers reported that they did research on their students and research on content, however, upon further questioning, almost all teachers indicated little understanding of the formal action research process and could not identify the key elements of an action research process.

2.6

**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.

**Findings:** Some teachers indicated they would use the evaluation of their PDP to decide the areas of focus for next year's PDP; some, however, saw the PDP as a terminal document that ended with their evaluation. Training that impacts student performance will be included again in their new PDP. This finding was especially noted in schools in which priorities are established at the district or school level instead of being based on classroom achievement data. Teachers indicated a desire for training to be updated periodically for enhancement, additions, and revisions to the initial training.

Miami-Dade County, Florida, 2005  
 Professional Development Protocol Standards for District, School, Faculty Levels

District	School	Rating	Rating	Faculty	Rating
3.1.1. District Needs Assessment	2.1.1. School Needs Assessment	4	3.2	1.1.1. Individual Needs Assessment	2.8
	2.1.2. Reviewing Professional Development Plans		2.7	1.1.2. Administrator Review	2.6
	2.1.3. Reviewing Annual Performance Appraisal Data		2.5	1.1.3. Priority of Needs	2.7
	2.1.4. Coordinating with SIP		3.6	1.1.4. Individual Professional Development Plan	2.9
3.1.2. Generating a District-wide Professional Development System	2.1.5. Generating a School-wide Professional Development System	4	3.1		
3.1.3. Content	2.1.6. Content	3	3.7	1.1.5. Content	3.6
3.1.4. Trainers		3			
	2.1.7. Learning Communities		1.8	1.1.6. Learning Communities	1.6
3.2.1. Relevance of Professional Development	2.2.1. Relevance of Professional Development	3	3.4	1.2.1. Relevance of Professional Development	3.4
3.2.2. Learning Strategies	2.2.2. Learning Strategies	3	3.5	1.2.2. Learning Strategies	3.4
3.2.3. Sustained Training	2.2.3. Sustained Training	3	3.0	1.2.3. Sustained Training	2.9
3.2.4. Use of Technology	2.2.4. Use of Technology	2	3.5	1.2.4. Use of Technology	3.4
3.2.5. Time Resources	2.2.5. Time Resources	2	3.0	1.2.5. Time Resources	2.8
3.2.6. Dollar Resources	2.2.6. Dollar Resources	3	2.9		
3.2.7. Coordinated Records	2.2.7. Coordinated Records	3	3.8	1.2.6. Coordinated Records	3.7
3.2.8. Leadership		3			
3.2.9. Growing the Organization		3			
3.3.1. Transfer to Students	2.3.1. Transfer to Students	2	3.2	1.3.1. Transfer to Students	3.4
3.3.2. Coaching and Mentoring	2.3.2. Coaching and Mentoring	2	2.7	1.3.2. Coaching and Mentoring	2.3
3.3.3. Web-based Resources and Assistance	2.3.3. Web-based Resources and Assistance	2	2.0	1.3.3. Web-based Resources and Assistance	1.7
3.3.4. Follow-up Coordination		2			
3.4.1. Implementing the System	2.4.1. Implementing the System	2	2.8	1.4.1. Implementing the Plan	2.6
3.4.2. Transfer into Classroom		3			
3.4.3. Student Changes	2.4.2. Student Changes	2	2.6	1.4.2. Student Changes	2.6
3.4.4. Evaluation Methods	2.4.3. Evaluation Methods	2	2.5	1.4.3. Evaluation Methods	2.8
3.4.5. Use of Results	2.4.4. Use of Results	2	2.7	1.4.5. Use of Results	2.6
3.4.6. Expenditures	2.4.5. Expenditures	2	2.3		
3.4.7. Student Gains		2			
	1.4.4. Action Research				1.2

**PROFESSIONAL DEVELOPMENT SYSTEM EVALUATION  
PROTOCOL RATINGS SUMMARY**

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**MIAMI-DADE COUNTY  
MAY, 2005**

<b>Level</b>	<b>Excellent</b>	<b>Needs Improvement</b>
<b>District</b>	<b>2</b>	<b>0</b>
<b>School</b>	<b>5</b>	<b>1</b>
<b>Faculty</b>	<b>2</b>	<b>3</b>
<b>Totals</b>	<b>9</b>	<b>4</b>

**PROFESSIONAL DEVELOPMENT SYSTEM EVALUATION  
PROTOCOL RATINGS SUMMARY**

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**MIAMI-DADE COUNTY  
MAY, 2005**

<b>Level</b>	<b>Excellent</b>	<b>Needs Improvement</b>
<b>District</b>	<b>2</b>	<b>0</b>
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<b>Faculty</b>	<b>2</b>	<b>3</b>
<b>Totals</b>	<b>9</b>	<b>4</b>