

**Polk County School Board
Master Inservice Plan
2010 - 2011**

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Polk County Public Schools

District Mission Statement

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

Strategic Plan Specific Component/Strategy Areas: **AIM**

ACADEMICS

Goal 1: Improve student achievement and increase the graduation rate.

1. Increase student proficiency levels to meet or exceed the state standards.
2. Increase overall graduation rate and graduation rate for at-risk students.
3. Increase the achievement of all subgroups.
4. Conduct on-going progress monitoring of student achievement.
5. Increase student engagement by providing more opportunities for:
 - career and technical education
 - career academies
 - extra-curricular offerings at the secondary level

Polk Vision Correlation: B-1; B-3; B-4; B-8; B-12; B-18; B-24; Key Benchmark 1, c

Goal 2: Strengthen instruction and curriculum to meet the educational needs of each student.

1. Drive academic achievement through a continuous improvement model used in elementary, middle and high schools.
2. Align curriculum that reflects the knowledge and skills students are expected to master on Next Generation Standards at each level, K through 12.
3. Drive the teaching/learning process based on the goals, objectives, strategies, and evaluations in the School Improvement Plans.

Polk Vision Correlation: B-1; B-8; B-10; B-11; B-18; B-22; B-24

Goal 3: Enhance parent and community involvement and communication.

1. Promote diversity initiatives and encourage strong inclusive practices.
2. Increase multicultural cooperation within the schools and community.
3. Ensure better communication through updated school web sites.

Polk Vision Correlation: B-10; Key Benchmarks 7, a., b.

INSTRUCTION

Goal 1: Recruit and retain highly qualified personnel who reflect the changing demographics of our diverse communities.

1. Develop a supportive district-wide culture committed to attracting, hiring and retaining highly qualified, appropriately certified instructional and administrative personnel that reflects the changing demographics of our diverse community.
2. Provide professional instructional leadership while maintaining a vision, direction and focus for student learning.
3. Provide a coordinated system of relevant, timely staff development for all employee groups consistent with the Florida Professional Development Evaluation Protocol.
4. Ensure an effective teacher induction seminar.
5. Establish for instructional and non-instructional employees a fair competitive compensation structure.
6. Incorporate diversity benchmarks into the performance evaluation process for teachers and administrators.
7. Use student academic progress as the chief indicator in evaluating school-based administrators.

Polk Vision Correlation: B-1; B-5; B-11; B-18; B-22; B-32; B-36; Key Benchmarks

MANAGEMENT

Goal 1: Ensure students realize their highest potential through the use of all available resources.

1. Prioritize resource allocation to enhance student achievement.
2. Provide equitable facilities, staffing, and services to all schools.

Polk Vision Correlation: B-36

Goal 2: Establish learning environments that ensure academic and personal success of each student.

1. Cultivate a highly professional environment that is safe, orderly, and family friendly.
2. Provide safe and secure schools through the implementation of Positive Behavior Support and other strategies.
3. Establish school zones that make optimal use of facilities that preserve diversity in the student body.
4. Establish and enforce a consistent Attendance Policy throughout the district.

Polk Vision Correlation: B-27

Professional Development Advisory Board

In accordance with requirements of the Florida Professional Development/School Community Professional Development Act (FS 1012.98) a Professional Development Advisory Board is established to guide policy and procedures to guide the operation of the district professional development program. This Professional Development Advisory Board consists of representatives from The University of South Florida - Lakeland, Florida Southern College, varied relevant community members, teachers, school leaders and district administrators. The Professional Development Advisory Board holds meetings three times annually.

Professional Development Coordinating Council

The Professional Development Coordinating Council has been established and consists of Professional Development (PD) Staff, all Senior Directors and Directors in the Learning and School Operations divisions, and other identified teachers and/or school and district resource staff as may be appropriate. The purpose of the Coordinating Council is to make recommendations to update the district's Professional Development System by identifying and categorizing all professional development [learning] offerings for instructional staff, administrative staff and non-instructional staff. The intent is to ensure that there are minimal gaps and overlaps in the services provided and to ensure that offerings are based on data-driven needs and that they facilitate desired results based on the goals and objectives of the district. The Professional Development Coordinating Council met numerous times during the spring and summer of 2009 to develop and implement procedures designed to narrow the focus of professional learning activities in the district. The resulting focus places priority on instructional leadership, standards-based curriculum, instruction and assessment alignment, continuous improvement concepts, and student learning gains.

Section 1 Rationale for the Plan

PD Staff has collaborated with The Professional Development Coordinating Council to “update” the Master Inservice Plan for the district. This revision is being implemented in accordance with the Florida Department of Education Professional Development System Evaluation Protocol. The Professional Development System Evaluation Protocol consists of a set of 65 standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida’s laws and that is consistent with research-based professional learning context, processes and content. These standards have been generated from statements in

varied Florida Statutes as well as the professional development standards generated by the National Staff Development Council (NSDC) entitled, “Standards for Staff Development.” The purposes of the Professional Development System Evaluation Protocol are to:

- Ensure the highest quality district, school and faculty Professional Development Systems to support instructional programs throughout the state.
- Provide the Commissioner of Education, Secretary of Education and Legislature with information each year on the quality of district Professional Development Systems.
- Provide Florida school districts with methods and protocols needed to conduct ongoing assessments of the quality and impact of professional development [learning] in their schools.

The primary purpose of the district Master Inservice Plan continues to be the enhancement of student performance through the application of specific professional learning opportunities for all personnel designed to improve job performance and promote continuous improvement in the system with a primary focus on student achievement. The Master Inservice Plan includes content related to each of the following processes:

- Developing a Mission and Belief Statements
- Conducting a Needs Assessment
- Prioritizing Needs
- Determining Gaps in Professional Development Components
- Writing Professional Development Components
- Identifying Professional Development Offerings/Opportunities
- Identifying Responsibility for Planning, Learning, Implementation and Evaluation
- Developing a Process to Plan and Facilitate Professional Learning
- Conducting Implementation
- Evaluating Impact of Professional Development on Teacher Behavior and Student Achievement as may be appropriate
- Providing Feedback to Schools, District and State

The Master Inservice Plan (MIP) is one element of a comprehensive system designed to improve student performance through the professional growth of all staff. When incorporated with the District Mission, Strategic Plan Goals, TARGET (IPDP), School Improvement Plans and district performance assessment systems for staff, the Master Inservice Plan is an essential working tool for fostering high levels of achievement by students.

The requirement for Teacher Action Research Goals and Educational Timeline (TARGET) (IPDP) for all teachers as described in Florida State Statute: 1012.98 has been addressed in this plan and in the teacher assessment process. For the 2010-2011 school year, TARGET must address Reading in accordance with the district’s Florida Department of Education approved K-12 Comprehensive Reading Plan. TARGET also requires the identification of specific, measurable student learning goals derived from delineation of student learning needs, based on an analysis of Reading data and other performance data. The TARGET Plan must focus professional development on the sub-groups that did not make AYP.

The Master Inservice Plan for Polk County Schools represents a continuation of the focus on context, process and content for which professional learning is viewed and applied. As a result of the FDOE Professional Development System Evaluation Protocol Standards Audit, the MIP also emphasizes evaluation and accountability related to four variables:

- The degree to which the planned professional learning was implemented
- Participant achievement of the intended professional learning objectives
- Participant transfer of knowledge/skill/mental model into the job role
- The impact of the professional learning on student achievement

This plan is the product of shareholder collaboration designed to develop a comprehensive staff learning plan based on an assessment of district professional learning needs and includes the identification of district wide and school-based professional learning priorities and proposed strategies for achieving those priorities. It is viewed as an essential process applied to enhance student performance.

The FDOE Professional Development System Evaluation Protocol Standards Audit results were applied to initiate changes in the organization and structure of procedures and practices related to the district's Master Inservice Plan. PD staff continues to implement changes in the Master Inservice Plan to bring it into alignment with the district's developmental needs identified most recently in the FDOE Professional Development System Evaluation Protocol Standards Audit Report conducted in April, 2007. The next related audit will May 2011.

Professional Development Department Mission Statement

Mission:

The Mission of the Professional Development Department within the Learning Division is to provide quality professional development opportunities for all employees to enhance student learning.

Belief Statements

What We Believe:

Quality instructional practices must be based on research and supported by all adults who impact the learning process.

- *High yield interventions should be applied in all school improvement initiatives.
- *Strategies appropriate to learning goals must be used.
- *Job-embedded professional development is the preferred learning methodology.

All professional development must support the district mission/vision and should focus on student achievement.

- * Professional development must be valued as an integral part of the district's strategic plan.
- *Instructional strategies should be applied to increase academic learning time.
- *Staff must demonstrate the belief that all children can learn and must communicate high expectations to students.

Professional Development Department should serve as the clearinghouse for all professional development initiatives.

- *Professional development must foster the norm of continuous improvement.
- *Strong leadership is essential and should act to promote professional growth.
- * Professional development must be well coordinated and focused on learning enhancement.

All professional development should be customer-oriented and mission-driven.

- *Instructional strategies should be learner-centered.
- *Real-life skills should be emphasized.

*Student success in achieving learning goals must be the primary focus for staff and their related professional development.

The mission/vision of Professional Development should be supported and enhanced by all shareholders.

*There must be continuing support of professional development by staff, school board members, parents and community as the advocates of continuous improvement.

*Staff development should be viewed as an innovation in itself.

*Shareholders should become a learning community to learn about the change process and its implications for professional development.

Financial resources must be provided to support professional development.

*Budget allocations should be appropriate to support ongoing, job-embedded professional development.

*Time should be provided for planning and learning by staff.

*Individual, school-based, and district-wide professional development activities should be included in a professional development plan to meet identified needs.

Evaluation should be viewed as an ongoing process involving assessment and follow-up through coaching, support systems, feedback loops, etc. and that process should drive decision-making to impact future changes.

*Desired changes in on-the-job behavior must be supported via appropriate follow-up strategies.

*Staff should analyze and self-correct performance as they seek/provide mutual observation, feedback and coaching.

*Assessment should be applied to determine the impact of professional development on student learning.

Section 2

Management of the Plan

Inservice Activities and Responsibility

Responsibility for the development and implementation of a Professional Development System, with specific accountability for professional learning processes of planning, learning, implementation and evaluation is assigned to the Director of Professional Development (PD) working in collaboration with all members of the Professional Development Coordinating Council and Professional Development Advisory Board. The district's professional development system integrates the District Mission, District Strategic Plan Goals, School Improvement Plan initiatives, TARGET (IPDP), performance appraisal systems data for all staff, student performance data analysis processes and the Master Inservice Plan.

Professional learning activities related to components in the Master Inservice Plan focus primarily on subject content and teaching methods as related to the Sunshine State Standards, assessment and data analysis, classroom management, school safety, technology and parental involvement. Management and leadership development and non-instructional content is addressed as well. Activities are designed primarily to support school-level improvement initiatives (School Improvement Plans- SIPs), district-level improvement initiatives (District Strategic Plan Goals), TARGET (IPDPs) for teachers and professional growth goals for other employees.

The PD Director and staff, working collaboratively with the Professional Development Advisory Board and Professional Development Coordinating Council, are responsible for the coordination of all inservice processes related to planning, learning, implementation and evaluation. Those processes include the development of a budget appropriate to meet the annual professional learning needs, a master list of professional learning opportunities that is updated monthly, the verification of which groups/individuals will offer which professional growth experiences during the school year, and the distribution of professional learning information to all school and district-level shareholders.

Persons who coordinate a particular professional learning experience are responsible for meeting the following expectations:

- *Analyze student achievement and other relevant data to identify priority student needs.
- *Link professional learning needs for staff to priority student needs.
- *Relate the inservice activity to a specific component in the Master Inservice Plan.
- *Determine the target group(s) and all related registration procedures as appropriate for the inservice activity.
- *Provide all requested information related to planning for inservice activities prior to the delivery of the inservice to the Director of PD.
- *Determine appropriate methods for publicizing the inservice activity.
- *Determine the procedure(s) and communicate the expectations for awarding inservice credit in relation to the inservice activity.
- *Identify all logistics for the inservice activity, e.g., location, materials, presenters, etc.

- *Administer all related assessments and inservice evaluation procedures and facilitate appropriate implementation strategies.
- *Complete all inservice documentation processes and forward inservice credit documentation to the Director of PD.
- *Determine the impact of professional learning on teacher practices and student achievement as is appropriate.

Individuals (PD Contacts) have been identified at each school and within each department at the district level. These designated contact personnel receive professional development in inservice procedures and practices and serve as a resource to staff in their school or department on all matters related to inservice. They work closely with anyone at their location who coordinates inservice activities to provide them with information and assistance concerning inservice planning, learning, implementation and evaluation processes. PD Contacts focus on aligning and implementing practices that are consistent with the National Staff Development Council Standards and FDOE Professional Development System Evaluation Protocol Standards.

Section 3

Description of Needs Assessment Process and Results

The Professional Development Coordinating Council (PDCC) serves as the action team for conducting the needs assessment related to professional learning. The PDCC provides reports as appropriate to the Professional Development Advisory Council to assist towards its overall purpose of guiding policy and procedures to guide the operation of the district professional learning program. The PDCC has identified the following data sources for its analysis:

- FCAT Data Analysis- Reading, Writing, Math, Science
- AYP Specific Sub-Group Data Analysis
- Individual School Improvement Plans
- District Strategic Plan Goals and Benchmarks
- State Focus Areas for Professional Development
- Formal and Informal Analyses of Administrative and Instructional Staff Appraisal Data
- Experiences and Perceptual Survey Data – Educator Accomplished Practices
- Experiences and Perceptual Survey Data – Principal & Assistant Principal Essential Performance Criteria
- Experiences and Perceptual Survey Data – District Level Leaders Essential Performance Criteria
- Department or Division Goals
- Personal Aspirations of Employees

A variety of data collection methods are applied that include the following:

- Analysis of FCAT and other student achievement data based on continuous improvement model processes
- School Grades
- Analysis of School Improvement Plans
- Surveys of teachers, principals, assistant principals, senior directors and district-level administrators

- Interaction with shareholder focus groups related to Individual Professional Development Plans
- Review of existing data, e.g., performance appraisal results
- Analysis of State Statutes, district priorities, etc.
- Interviews with selected staff

Inservice Priority Needs 2010-2011

The following twelve (12) areas are delineated for professional learning focus for the 2010-2011 school year:

- Alignment of Curriculum, Assessment and Instruction to Subject Area Standards
- Reading - Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Reading in the Content Area
- Math
- Science
- Classroom Management
- Assessment and Data Analysis
- Diversity Issues
- The Development of Learning Communities
- Differentiated Instruction and Other Instructional Strategies Designed to Engage the Learner
- Application of Instructional and Support Technology
- Management and Leadership Development (L.E.A.D. PLAN)
- Transition To Teaching

These twelve (12) focus areas are consistent with those identified for 2010-2011. Each focus area continues to be linked directly to the following variables:

- Student Achievement Data
- District Mission and Strategic Plan Goals
- School Improvement Plans
- Individual Professional Growth Plans
- State and Federal Mandates

System specific priorities for improvement have been identified from those focus areas, the District Strategic Plan Goals and the FDOE Professional Development System Evaluation Protocol Standards Audit conducted in April 2007.

Section 4

Design and Development Process

The Professional Development Coordinating Council (PDCC) and PD Staff engaged in a gap analysis process comparing existing inservice components with the priority needs for the district to be certain that there are components in the Master Inservice Plan to address all identified priority needs. PD Contacts submitted new components for inclusion in the Master Inservice Plan and were added as appropriate to articulated needs during the school year. The district has narrowed the focus of professional development significantly to provide less professional development in a much more effective process.

All inservice components were rewritten in a format that emphasizes the following processes:

- Planning
- Learning
- Implementing
- Evaluating

These processes are operationally defined in the 65 FDOE Professional Development System Evaluation Protocol Standards. Other significant content and process elements through which professional growth activities must be filtered in the component writing process include the following:

- Revised Florida Sunshine State Standards
- Florida Educator Accomplished Practices
- District Mission and Strategic Plan
- Effective Schools Correlates
- Florida Leadership Standards

This is done to ensure that all components comply with revisions in Florida Statutes and State Board of Education Rules. But, more importantly, the filters are used to ensure that practices are consistent with the district mission and strategic plan and are supported by research, and are thereby likely to result in transfer of professional learning for improved job performance to enhance student performance.

A special emphasis in each component is given to the assessment of participants in relation to purpose and identified objectives of the inservice experience. In addition, the facilitation of implementation strategies and a measurement of the impact of professional growth activities on job performance must be included in each component and must be implemented by those persons who coordinate professional learning activities in order to award the total inservice credit to participants for that component. Implementation and evaluation options provide for a specified process to relate the impact of inservice on both teacher and student performance. This represents a continued emphasis on the mental models from which professional learning activities are designed and implemented and on the specific practices by those who coordinate and participate in professional learning experiences.

Section 5

Professional Development Implementation

Several professional growth delivery models/mechanisms have been identified for inservice conducted in the district. They include, but are not limited to, the following:

- School-Wide Professional Learning Activities
- Staff Professional Learning/Study Group (Learning Community)
- Team/Group Professional Learning Activities
- Individual Research
- Action Research
- District-Wide Professional Learning Activities
- Web-Based Professional Learning Activities
- Professional Learning through specific Conference Participation processes

Activities offered related to specific components match one or more of these delivery models/mechanisms and are determined by the person(s) responsible for coordinating the activities.

Shareholder Collaboration

The district PD Department works collaboratively with members of the Professional Development Advisory Board (PDAB) and the Professional Development Coordinating Council (PDCC) and with schools to develop and present a budget to the Superintendent and School Board appropriate to address district professional learning needs. The Director of PD and other PD staff serve as resources to schools and other departments related to a variety of professional learning issues, tasks and specific needs.

Facilitating Implementation to Professional Learning Activities

Implementation is an essential element of any professional learning process. It is applied as a part of an on-going series of professional learning activities and/or after the professional learning activity has been completed to determine the impact of the knowledge, skill(s) and mental model change(s) that have occurred as a result of participation in the inservice experience. Data from implementation processes provides useful information to decision-makers as they seek to put into practice future professional learning opportunities. At the school level, implementation is an integral part of the evaluation of the impact of Individual Plans for Professional Growth and the achievement of School Improvement Plan (SIP) goals and objectives. At the district level, follow up is essential to measure the impact of professional learning in relation to the district Strategic Plan Goals and Strategies.

Each component in the Master Inservice Plan requires the identification of one or more methods for implementation related to activities linked to that component. Each person who has coordinated professional learning activities related to a component must identify the implementation method(s) applied and describe significant findings in relation to that implementation. This is reported as a part of the documentation process with the PD Department.

Professional learning credit may not be awarded to participants without the verification of documented implementation by the professional learning facilitator. This rule is critical to ensure the application of knowledge and skills acquired in professional learning experiences to enhance student learning and employee performance. The rule is required by the FDOE Professional Development System Evaluation Protocol Standards on which district professional [learning] practices are audited and the rule applicable to all professional learning experiences for which district employees receive professional learning credit.

Section 6

Evaluation of Professional Learning

Professional learning activities program evaluation is a comprehensive process conducted to assess the overall effectiveness of the district-wide inservice program operations for all employees. It assesses the impact of the inservice conducted during the year, the attainment of program goals and objectives, cost effectiveness and program management. Evaluation occurs in relation to four variables: Activity Evaluation, Participant Assessment, Transfer of Knowledge/Skills/Mental Models into the Job Role, and the Impact on Student Achievement.

Activity Evaluation determines if the inservice activities were appropriate for and beneficial to the participants and were facilitated as intended. Participant Assessment determines the degree to which those engaged in the learning activity achieved the intended purpose and objectives in terms of the knowledge, skill(s) and mental model(s) addressed in the inservice. Transfer Evaluation consists of collecting and analyzing professional learning activity data related to the use of the knowledge/skills/mental model in their job role. Impact Evaluation consists of making inferences as to the impact of specific professional learning initiatives on student achievement and performance. Each of the four types of evaluation processes assists with an analysis of value of district professional learning goals/objectives, operations, budget, collaboration and delivery. Each is related to changes in participant behavior and the impact of the professional learning program on student achievement where appropriate.

Professional learning activity coordinators gather data related to Activity Evaluation and Participant Assessment. This data is maintained at that level and reported to the PD Department as a part of the documentation process to award inservice credit to the participants. Coordinators of professional learning processes analyze feedback collected from the participants related to the nature, appropriateness, and quality of the professional learning activity and the integrity of professional learning activity implementation. They verify the degree to which participants met the purpose and objectives of the professional learning activity. Coordinators must also identify the degree to which knowledge, skills and attitudes acquired by the participants from their participation in the professional experience have been applied in their job role. They must also link the professional learning for staff to student achievement as applicable and appropriate. Coordinators are expected to use all information to make improvements in the context, content and processes by which the activity is provided in the future.

In accordance with the expectations established in the new Florida Professional Development System Evaluation Protocol, PD Department staff, other district staff, and/or independent evaluators will conduct Impact Evaluation in relation to the goals established for the overall professional development program. This evaluation variable may include a formal evaluation of professional learning that documents the extent to which planned professional learning was implemented and information on the extent of participation across schools and subgroups.

Professional learning activities conducted throughout the district will include a formal evaluation, where appropriate and feasible, documenting that faculty members have applied the newly learned knowledge/skills/mental models in the job role. The evaluation may also include an analysis to document the extent to which professional learning by staff contributed to student learning gains. That analysis will include student achievement demonstrated through statewide assessment, standardized and other achievement tests, teacher-constructed tests, action research and other measures of performance when appropriate.

Persons reporting professional learning credit to the Professional Development Department are required to evaluate transfer and impact by their responses to specific questions built into the reporting format.

The district uses the results of the district-level and school-based evaluation processes as part of an ongoing professional development [learning] needs assessment process annually. There is a similar evaluation process implemented at both the individual faculty and school levels as appropriate. The primary sources of data for these evaluation processes will be the TARGET and SIP professional learning initiatives and classroom and school-wide student achievement data. The (TARGET) requires the identification of specific, measurable student learning goals and an analysis of data to make inferences as to the impact of professional learning by staff on the achievement of these goals. SIP processes applying the state SIP template require the same type of analysis on school-wide data.

Evaluation processes applied by the PDCC in the spring of 2010 resulted in an update of an approved list of professional learning content and consultants designed to further focus district professional learning initiatives in the district toward priority needs matched with impact results. In addition, Senior Directors and other district-level staff monitor professional learning initiatives to ensure a focus on research-based, results-oriented professional learning.

Section 7

Florida Department of Education

Professional Development System Evaluation

Protocol Standards

Master Inservice Plan Alignment

As stated earlier in this document, all professional learning activities in the district must be in alignment with the **Florida DOE Professional Development System Evaluation Protocol Standards**. These standards address professional development at three levels as follows:

- Educator Level
- School Level
- District Level

The standards are organized around four professional development processes:

- Planning
- Learning
- Implementing
- Evaluating

The specific standards comprise the majority of the content of this section of the Master Inservice Plan. PD Staff and the Professional Development System Advisory Council will implement practices and procedures intended to implement a mental model and specific behaviors delineated in these standards. **Achieving that outcome will continue to require a high level of interdivisional and interdepartmental collaboration as well as enhanced communication between school-based and district office staff.** Focus will be placed on achieving an alignment of the TARGET (IPDP), professional learning initiatives based on the School Improvement Plans (SIP), district-wide initiatives based on the District Strategic Plan and other key components of the district Professional Development System. The Evaluation Protocol Standards that follow are the driving force behind this Master Inservice Plan.

Protocol Standards –Third Cycle

The protocol standards were updated for the third cycle to reflect current law and changes in the field of professional learning. The third cycle standards are listed below.

1. EDUCATOR LEVEL

1.1. Planning

1.1.1. Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.

1.1.2. Administrator Review: The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.

1.1.3. Individual Professional Development Plan: The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

1.2. Learning

1.2.1. Learning Communities: The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.

1.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

1.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research-and/or evidence-based instruction, practice, and classroom-based feedback.

1.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

1.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

1.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

1.2.7. Coordinated Records: Educators have easy access to up-to-date records of their professional learning.

1.3. Implementing

1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.

1.3.2. Coaching and Mentoring: Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.

1.3.3. Web-based Resources and Assistance: The district provides educators with web-based resources and assistance to support implementation of professional learning.

1.4. Evaluating

1.4.1. Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.

1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

1.4.3. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.

1.4.4. Evaluation Methods: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

1.4.5. Use of Results: The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.

2. SCHOOL LEVEL

2.1. Planning

2.1.1. School Needs Assessment: At least annually the school identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data.

2.1.2. Reviewing Professional Development Plans: The school administrator meets with individual educators to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, school, content areas, or the whole school.

2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.

2.1.4. Generating a School-wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research- and/or evidence-based professional development aligned to identified classroom-level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.

2.1.5. Individual Leadership Development Plan: School administrators create and implement Individual Leadership Development Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Individual Leadership Development Plan.

2.2. Learning

2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' IPDPs and the school and district goals for student achievement.

2.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

2.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research-and/or evidence-based instruction, practice, and classroom-based feedback.

2.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

2.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

2.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

2.2.7. Coordinated Records. School administrators regularly generate and review reports on faculty participation in professional learning.

2.3. Implementing

2.3.1. Implementation of Learning: The school provides support to facilitate implementation of professional learning in the workplace.

2.3.2. Coaching and Mentoring: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

2.3.3. Web-based Resources and Assistance: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.

2.4. Evaluating

2.4.1. Implementing the Plan: At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.

2.4.2. Changes in Educator Practice: The school conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.

2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.

2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

2.4.5. Use of Results: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3. DISTRICT LEVEL

3.1. Planning

3.1.1. District Needs Assessment: At least annually the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data.

3.1.2. Generating a District-wide Professional Development System: Based on identified professional learning needs, the district generates a district-wide Professional Development System that is research- and/or evidence-based, specifies how the plan will be evaluated, and aligns with the Florida Protocol Standards, identified student and educator learning needs, educators' level of development, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, annual performance appraisal data, discipline data, school environment surveys, assessments of parental satisfaction, other performance indicators, and the district strategic plan.

3.1.3. Research/Evidence Basis: The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.

3.1.4. Content Standards for Student Outcomes: The district's professional learning supports implementing state-adopted content standards for student outcomes.

3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.

3.1.6. Leadership Development: The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.

3.1.7. Non-instructional Staff: The district plans, delivers, supports, and evaluates professional learning for non-instructional staff to enhance job performance according to the Florida Protocol Standards.

3.1.8. Professional Learning Facilitators: The district's system of professional learning includes dissemination of the Florida Protocol System to all staff who plan and facilitate professional learning.

3.2. Learning

3.2.1. Learning Communities: The district supports and encourages professional learning in collaborative teams of educators.

3.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

3.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research-and/or evidence-based instruction, practice, and classroom-based feedback.

3.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

3.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

3.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

3.2.7. Coordinated Records: The district maintains up-to-date, easily accessible records on all professional learning that provide data for certification and inservice points for all staff.

3.2.8. District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

3.2.9. Learning Organization: The district fosters and develops the maximum potential of all employees through professional learning.

3.3. Implementing

3.3.1. Implementation of Learning: The district provides a follow-up support system to facilitate implementation of professional learning in the workplace.

3.3.2. Coaching and Mentoring: The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

3.3.3. Web-based Resources and Assistance: The district supports the implementation of professional learning through district and school web-based

resources and facilitates educator awareness of and access to district web-based resources.

3.4. Evaluating

3.4.1. Implementing the System: The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's Professional Development System is implemented.

3.4.2. Implementation of Learning: The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the work place.

3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.

3.4.4. Evaluation Measures: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

3.4.5. Use of Results: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3.4.6. Fiscal Resources: The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals.

3.4.7. Student Gains: **The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education's district accountability system.**

Section 8

Professional Development Evaluation and Accountability

The FDOE Professional Development System Evaluation Protocol Standards Audit Report for 2007 identified only two (2) areas of needed improvement [compared to twelve (12) specific areas for needed improvement identified in the initial audit conducted in 2004] related to district professional development [learning] practices in the area of sixty-six (66) standards. Those two areas relate to School Level Expenditures and Action Research. The Superintendent and School Board have emphasized the need for improved coordination and focus of professional learning processes within the district. The Audit report provided in 2007 shows that the district has made significant improvement toward that end. The next scheduled audit will occur in 2011.

Section 9

Professional Development - State and District Adopted Instructional Materials

The district plan for ensuring that professional development and specific learning activities are provided to teachers so that they will be able to apply the appropriate use of state and district adopted instructional materials in their teaching process is described as follows:

District level subject area Curriculum Coordinators facilitate professional development processes related to instructional materials selection and adoption. They also provide related professional development for teachers in their subject area content and provide individual and small-group coaching and support activities to ensure appropriate implementation of the adopted materials. District Curriculum Coordinators and other district-level administrative staff also conduct formal and informal fidelity checks in schools related to the effective use of instructional materials

related to specified subject area content. In addition, school-based administrators monitor for the appropriate use of instructional materials by teachers as a part of scheduled and random classroom walk-through processes on a routine basis. A component is included in the Master Inservice Plan to allow for awarding professional development credit for participation in state-level training for persons participating on state instructional materials selection committees and comparable district-level adoption committees. This inclusion continues to be consistent with FDOE expectations provided to all districts in August 2007.

Section 10
Master Inservice Plan Components
2009 – 2010
An Introduction

All MIP components, with the exception of those that are a part of a state-approved endorsement plan (they are capped by state rule at no more than 60 points per component.), have been assigned up to 120 points as a maximum for posting in a fiscal year... up to 60 for successful participation and up to 60 for follow-up activities. The primary purpose of participation in professional development [learning] experiences is to enhance student learning through improved staff performance. This can only be accomplished through an application of new knowledge and skills by the staff in their work with students and each other. Professional learning credit is a by-product of the professional learning process, not the purpose of the process. Therefore, emphasis is placed on the implementation and evaluation processes related to each component and the activities related to those components. The intent of each component is to provide high quality, job-embedded professional learning activities that are sustained through coaching and other interactive processes. This emphasis is consistent with all aspects of the Florida Department of Education Professional Development System Evaluation Protocol Standards.

The “component gap analysis” process initiated in the spring of 2008 by varied system shareholders will likely result in the addition of a few new professional development [learning] components to this Master Inservice Plan. That analysis will be completed by December 2008 and new components may be added as appropriate. A complete analysis and revision of all 236 components previously in the MIP occurred during the 2009-2010 school year in accordance with the established five-year cycle for that process.

While the number of components has been reduced significantly over the past three years, the remaining 202 component descriptions consist of approximately 1212 pages. These components for the Master Inservice Plan for 2010-2011 is available in a separate Word document and will also be available as well in an Internet-based PDF file. These documents include all 202 components currently in the Master Inservice Plan for 2010-2011. The Word document is available on request from PD staff. The PDF file can be accessed via the Internet at the PD website [effective September, 2010], <http://www.polk-fl.net/prodev> .