# Florida DOE Professional Development System Evaluation Protocol - District Report
## Santa Rosa County Review, May 7-10, 2012

## Introduction

The review of Santa Rosa County's Professional Development System using Florida's Professional Development System Evaluation Protocol was conducted on May 7-10, 2012. The team was composed of:

- Nina Brown                  Evaluation Systems Design, Inc., Team Leader
- Joyce Ward                  Evaluation Systems Design, Inc., Assistant Team Leader
- Amy  Wilson                 Evaluation Systems Design, Inc., Assistant Team Leader
- Patsy Moulton               Okaloosa County School District
- Karen Peddie                Liberty County School District
- Kimberly Thomas             Escambia County School District
- Kathy Smith                 Escambia County School District
- Dr. Dawn Wilson             Duval County School District

Santa Rosa County is located in the northwest panhandle of Florida. It is bordered on the north by Alabama, the east by Okaloosa County, the south by the Gulf of Mexico, and the west by Escambia County. The county has three natural divisions: South Santa Rosa consisting of the beaches along US 98, North Santa Rosa comprising forest and farmlands, and Central Santa Rosa, the location of the county seat of Milton. The county population is over 151,000 with approximately 150 persons per square mile, as compared to 350 persons per square mile for the state of Florida.

Santa Rosa Public School District serves approximately 26,600 students with approximately 85 administrators, 1,800 teachers, and 2,400 full-time staff. The district serves PK-12 students in a total of 35 schools, including 32 regular schools, two charter schools, and a new virtual school. A total of 26 non-charter schools in Santa Rosa County received a school grade from the Florida Department of Education in 2010-11.

Demographically, the student population is 80% White, Non-Hispanic; 5% Black, Non-Hispanic; 5% Hispanic; and 10% Multiracial, Asian/Pacific, or Native American/Alaskan Native. The students are 48% female and 51% male with 43% of the students qualifying for the Free and Reduced Priced Lunch Program, 14% students with disabilities, and less than 1% students whose primary language is other than English. The 2009-2010 graduation rate was 85% and the high school dropout rate was 1.8%. Distribution of school grades assigned to the 26 graded schools (non-charter/non-virtual) in Santa Rosa County School District for the 2010-11 school year by the Florida Department of Education is as follows: 77% graded an A, 23% graded a B. The FLDOE ranked Santa Rosa County second in the state according to the school FCAT scores with no C, D, or F schools.

The district's elected Superintendent is Mr. Tim Wyrosdick, who is in his fourth year in this leadership role. The Director of Inservice and Instructional Technology is Ms. Vickie Beagle who reports to the Assistant Superintendent of Curriculum and Instruction, Mr. Bill Emerson. The professional development offices are located in Milton, and training facilities include several multimedia-equipped rooms and computer laboratories. The district participates in the professional learning services of Beacon Learning Center.

Recent major initiatives include allocating an Academic Intervention Specialist to most schools and all classrooms have been equipped with LCD projectors. Recent major professional learning programs provided by the district include Marzano's instructional strategies, Discovery Education, the Elementary Reading Initiative (Tyner model), the Mentor Teacher program, Response to Intervention (RtI), establishing 21st Century Model Classrooms (totaling 81) through a STEM grant, and Lesson Studies at each school. The district has implemented a data-driven professional development system entitled Professional Growth System

developed by Truenorthlogic, which is in its second year of operation.

A total of five of the 26 graded schools were visited in the district, representing 23% of the total public schools that received grades in the 2010-11 school year. Selection factors included level of school, geographic area, and student demographics. Within each school, five teachers were selected for interviews by the Team Leader, based on representation of different grade levels and subject area content levels, and excluding teachers with less than a year of teaching experience in Santa Rosa County. Principals, other school staff who had direct responsibility for professional learning, and key district staff most directly involved in planning, implementing, and evaluating professional learning in Santa Rosa County were interviewed. In addition, a focus group was conducted for the department supervisors of non-instructional (Education Support) staff including transportation, maintenance, food services, and paraprofessionals. A total of over 15 individuals were interviewed at the district level and more than 40 administrators and educators in the selected schools. School visits included:

- Avalon Middle
- West Navarre Intermediate
- Gulf Breeze High
- Pea Ridge Elementary
- Milton High

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

Ratings for each standard are averaged across all public schools visited in the district. The mid-point of the scale is 2.5. Ratings of 3.5 and higher are considered exemplary, and ratings below 2.0 need improvement.

**Findings by Standard**

**District Level - Planning**

| STANDARD | RATING |
|---|---|
| **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. | 4 |

**Findings:** The district is commended for establishing and maintaining a comprehensive needs assessment system to identify professional learning needs of educators throughout the district. The primary source of data for the needs assessment is student disaggregated data. As soon as FCAT data are available to the district, the staff analyzes data by grade level to compare progress over years and to identify sub-groups meeting AYP. District staff members meet with school administrators and school data teams in a large group meeting to continue analysis at the school and classroom level, using the SMART desktop data tool. Schools then continue their data analyses, identifying subgroups in need and preparing classroom data sheets for teachers' incoming students. These data are the foundation for the teachers' IPDPs, finalized in October, which feed into the school's Needs Assessment Survey response to the district which occurs in November each year. Throughout the year, student disaggregated data are available from the Discovery Education Assessment system that provides progress monitoring data three times during the school year. Additional needs assessment data come from other sources including teacher surveys conducted for Title II and Title III programs, an administrator survey conducted by the district, and a series of school climate surveys conducted by the Studer group for administrators (3 times/year), teachers (3 times/year), parents (1 time/year) and students (1 time/year). The Studer surveys are also used in the evaluations of district staff. Other sources of needs assessment data include feedback from Academic Intervention Specialists and ESE facilitators, Differentiated Accountability school needs, observations of small reading groups by Dr. Tyner, RtI process data, technology checks (face-to-face interviews with administrators to assess technology needs), 21st Century classroom walkthroughs, and other sources. District staff members meet with school administrators in November and February to review data for the needs assessment.

| STANDARD | RATING |
|---|---|
| **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, teachers' 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. | 4 |

**Findings:** The district is commended for developing a district-wide Professional Development System that is aligned with all the areas of the standard, including research-based professional development and alignment with the Florida Protocol Standards. The District Professional Development System is driven by faculty Professional Development Plans (PDPs) that are primarily based on disaggregated student data and focusing on AYP subgroup needs. Economically disadvantaged and students with disabilities are the focus of concern this year. If teacher evaluations identify areas of need, these needs are incorporated in the PDPs. Professional learning offerings reflect specific needs of faculty as expressed through the PDPs. Major initiatives reflect the most pervasive needs across the district and/or state initiatives. The Master Inservice Plan documents all of the offerings. The district maintains a website for professional learning that includes a calendar of all professional learning events. In this system, educators sign up for courses, provide follow-up evaluations, check professional development points, and print transcripts of completed courses. The district worked with Truenorthlogic to develop a web-based data management and reporting system entitled Professional Growth System (PGS).

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for ensuring that all professional learning offerings are research- and/or evidence-based. The district investigates the research base for the offerings or uses content providers that have been reviewed and approved by the Department of Education. The primary research-based offerings include the Marzano teaching strategies, the mentor teacher program, Discovery Education courses, Response to Intervention, STEM courses, and Lesson Study. Beyond the research base established by other sources, the district endeavors to "prove success here" by starting small scale studies, determining effects, and then "growing" the initiatives after success in the district has been demonstrated. The district also supports adoption of some new initiatives by providing substitutes for classroom teachers to attend professional learning in specific initiatives and later expanding to others after success and buy-in has been demonstrated.

| STANDARD | RATING |
|---|---|
| **3.1.4 Content Standards for Student Outcomes:** The district's professional learning supports implementing state-adopted content standards for student outcomes. | **4** |

**Findings:** The district is commended for implementing the Next Generation Sunshine State Standards (NGSSS), Common Core State Standards, and Next Generation Content Area Reading Professional Development (NGCAR-PD). The district has implemented the new standards in the Master Inservice Plan, and all professional learning provided to educators is standards-based. The district is in the process of developing a standards-based report card for K-1, which will be implemented in the fall of 2012. The second grade report card will follow in the fall of 2013. The district is in the process of providing professional learning in the Common Core State Standards at the elementary level and will have full implementation of these new standards for kindergarten and first grade next year. Second and third grade educators will receive professional learning in these standards in reading during a summer institute this year.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for ensuring that professional learning supports educators in integrating federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement. These included a multi-tiered system of supports with Response to Instruction/Intervention that is supported in the implementation process by the Academic Intervention Specialists (AIS). The district supports Florida's Next Generation Sunshine State Standards through the Continuous Improvement Model (CIM); Lesson Study; ESOL; Next Generation Content Area Reading Professional Development (NGCAR-PD); instructional coaches/mentors in the areas of reading, math, and technology; electronic Pacing Guides aligned with standards and literacy strategies, Comprehension Instructional Sequence (CIS), specific content literacy strategies, and the Florida Educator Accomplished Practices (FEAPs) aligned with professional learning. The district has implemented the state model teacher evaluation system based on the research of Dr. Robert Marzano, and some educators have participated in book studies on Marzano's *The Art and Science of Teaching*.

| STANDARD | RATING |
|---|---|
| **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. | |

**Findings:** The Department of Education has postponed the review of district Leadership Development Programs pending revision of continued approval criteria.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The Santa Rosa School District is commended for ensuring that educational support staff members have opportunities to participate in ongoing professional learning to increase skills and knowledge. This professional learning maximizes their effectiveness in increasing student achievement. District sessions are open to all educational support personnel on a non-credit basis and are documented in the Professional Growth System. The focus group interview included supervisors of transportation, maintenance, food service, and instructional paraprofessionals. The district contracts for services in the areas of transportation, food services, and custodial. The district is intentional about making these partnerships seamless. Cross-department articulation is promoted by department managers participating in district meetings, including principal meetings and celebrations. Transportation services are contracted with Durham School Services with the main goals of safety and customer service. In addition to state requirements, employees receive training in driving competency, behavior management, and interpersonal skills. For example, employees are currently receiving training on a new GPS-type technology for bus safety called Zonar. Feedback and evaluation of performance is continuous. Maintenance services are contracted with Southern Management. Training includes the areas of janitorial cleaning, safety, and new equipment. Custodians have the opportunity for promotion within the organization as evidenced by three of the four managers formerly being custodians. LCD projectors were recently added to the classrooms and needed maintenance. The custodians responded to this need by learning proper ways of providing maintenance. Follow up is conducted by quarterly inspections. Schools also complete a rubric to grade services. The school board reviews the quarterly maintenance reports. Food services, in accordance with the National School Lunch Program, are contracted with Sodexho. Training includes sanitation and safety provided by Serve Safe, a train-the-trainer model. The three operation officers provide continual coaching at the school site. For paraprofessionals, by federal guidelines each teaching assistant must become highly qualified as a paraprofessional. The district provides instructional training, test preparation, and the registration fee for the Praxis test. Paraprofessionals must spend 50% of their day in direct classroom support. They are required to submit formal schedules of their weekly work. Highly trained paraprofessionals provide a significant amount of the Tier 3 instruction required in the RtI model. The district conducts compliance audits of all Differentiated Accountability (DA) Schools that include paraprofessional activities. Paraprofessionals have the opportunity to participate in training on the Tyner model of reading. They trained collaboratively with their classroom teachers. The district demonstrates a commitment to its educational support staff and recognizes their importance in assisting the district in attaining its primary goal of increasing student achievement.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for ensuring that all professional learning facilitators, trainers, and providers know and use the Florida Protocol System when designing courses and professional learning experiences for the district. District inservice managers within each department, school inservice representatives, and administrators are provided professional learning on the Protocol Standards, and the state and district requirements for professional

learning are available in print form for consultation by staff.

## District Level - Planning

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 3.1.1 District Needs Assessment | | | | 4 |
| 3.1.2 Generating a District-wide PDS | | | | 4 |
| 3.1.3 Research/Evidence Based | | | | 4 |
| 3.1.4 Content Standards for Student Outcomes | | | | 4 |
| 3.1.5 Integration of Initiatives | | | | 4 |
| 3.1.6 Leadership Development | | | | |
| 3.1.7 Non-Instructional Staff | | | | 4 |
| 3.1.8 Professional Learning Faciliators | | | | 4 |

## District Level - Learning

| STANDARD | RATING |
|---|---|
| **3.2.1 Learning Communities:** The district supports and encourages professional learning in collaborative teams of educators. | 4 |

**Findings:** The district is commended for providing extensive support to encourage professional learning in collaborative teams of educators. Learning

community topics supported by the district include school-based communities studying Marzano's *Classroom Instruction that Works*, online book studies at the district and the school levels, and studies of Ruby Payne's *Understanding Poverty*. The district has developed guidelines for learning communities and provides incentives for educators to participate when funding is available. Substitute teachers may be hired to support professional learning via learning communities during the school day, if needed. The district provides inservice credit for professional learning after the follow-up has been completed. The district was insightful in creating a specific code in their Master Inservice Plan for Lesson Study that enables the tracking of the implementation of this new initiative. Professional learning funded by Title II and RtI dollars are documented through quarterly reports indicating level of implementation and results.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for focusing professional learning primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas. Included in these learning opportunities are extensive training in the Marzano instructional strategies that are the basis for the new district teacher evaluation system. The district contracted with Discovery Education and their consultants to provide a train-the-trainer model using Discovery Education web resources. The Tyner model for elementary reading intervention is another major district initiative. This model provides initial professional learning for educators and paraprofessionals as well as job-embedded professional learning and intensive school-level support throughout the year. RtI is being strengthened at all levels. The district schedules quarterly meetings for the RtI secondary and elementary teams, provides opportunities for the teams to learn at state conferences, and invites guest speakers from the state to provide ongoing professional learning. Other initiatives include ESOL and Reading Endorsements. The district offers substantial stipends for earning the endorsement.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for the effective use of learning strategies in delivering professional learning. Almost all major district initiatives include modeling and feedback with opportunities for practice and feedback. The Tyner model offers initial professional learning for regular classroom, ESOL, and ESE educators as well as paraprofessionals. The sessions included modeling small group instruction, video modeling of additional lessons, and paired practice among educators. Follow-up support includes modeling of lessons in the classroom and demonstration lessons by classroom educators for observation by the consultant. Learning strategies for other initiatives included face-to-face instruction with modeling and video follow up, online practice modules for principals using the new teacher evaluation system, individualized instruction and coaching, computer interaction sessions for STEM initiatives, and collaborative planning time for implementation of new pacing guides and lesson plans.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for providing professional learning that is sufficiently sustained and rigorous. The Tyner model has a multi-year implementation plan as do the Common Core State Standards and STEM initiatives. Discovery Education has been sustained and supported for multiple years

and is ongoing. Lesson Study has been implemented slowly with voluntary cohorts of teachers and is growing annually. The district has seen an increase in learning communities. Many are supported by instructional coaches.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for providing professional learning to educators that is delivered using technology appropriate to the content and skills being taught. The Tyner facilitators used PowerPoint presentations with embedded video clips of Dr. Tyner, and included DVDs distributed to view lessons after the training as follow-up. The new initiative on the teacher evaluation system based on Marzano's work and the Professional Growth System (PGS) system included an iPad application for principals to use in their observations, presentation video, online book studies, and online modules for each element for administrators and mentor teachers. Student responder systems (clickers) will be used this summer for the review course on Marzano's domains and elements. All evaluations for educators are tallied electronically in the PGS. The STEM initiative provided hands-on professional learning in a computer lab at the district professional development center. DEA facilitators managed the sessions for educators in how to use the DEA website for resources and accessing electronic pacing guides with HTML links to the standards for lesson planning. Facilitators and educators use Mimio strips and pads, student responders, document cameras, flip cameras, and LCD projectors. Eighty-one of the classrooms were equipped with technology for the STEM initiative. The district maintains many resources on the district website.

| STANDARD | RATING |
|---|---|
| **3.2.6 Time Resources:** Sufficient time within the work day is available and used for professional learning. | **4** |

**Findings:** The district is commended for providing sufficient time for educators to participate in professional learning. The district has negotiated three days during preplanning for school/district professional learning to be used as needed. The district provides two early release half-days for professional learning at the school level. The district provides substitute teachers for all mentor teachers/coaches when they are working with other educators as needed. STEM professional learning provides substitute teachers to provide release time for teachers to train. The district decreased from a 7-period to a 6-period day for budget needs. As a result, the district added 30 minutes per school day, either at the beginning or end of the school day, for common planning and professional development, both for whole group faculty training and professional learning communities.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for the implementation of the Professional Growth System (PGS) for inservice registration, tracking, and transcript system for maintenance of educator professional learning points. The system was implemented in September 2010 and has been used for the past two years. The system was designed in collaboration with Truenorthlogic for ease of teacher use. Clear menus and navigation aids guide educators to access their transcripts, making the system easy to use. Manuals for the new system were built for administrators and educators. Each school has an inservice representative to facilitate record keeping at the school level. The Professional Development Center provides frequent workdays to help school-based inservice representatives and administrators navigate the system. Educators register online for district programs and services, submit follow-up evidence, and have quick and easy access to their inservice points using the PGS system. Educators and administrators reported easy access to their inservice points.

| STANDARD | RATING |
|---|---|
| **3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning. | **4** |

**Findings:** The district is commended for including professional development in every major initiative as an integral part of the implementation plan. Notably, the district had an AdvancED Accreditation Review in March of 2012 wherein they received recognition for "Quality professional learning opportunities with staff and software support for the effective implementation of interventions." Several examples of the high priority placed on professional learning were provided, including providing time for professional learning in the calendar, substitute teachers for mentor teachers at the school level, Academic Intervention Specialists at each school, ESE liaisons/program facilitators, literacy coaches, one math coach and two mentor teachers at each school to train teachers in major initiatives, and substitutes provided for Lesson Study across the district. To earn a "highly effective" rating on the PDP, an educator must complete 15 hours of professional development. Stipends for CAR-PD, ESOL, and Reading Endorsement are provided. The Mosaic Learning Labs at the elementary level were developed to recognize excellent teaching and model strategies for reading.

| STANDARD | RATING |
|---|---|
| **3.2.9 Learning Organization:** The district fosters and develops the maximum potential of all employees through professional learning. | **4** |

**Findings:** The district is commended for identifying from within its ranks potential faculty leaders and promoting opportunities for educators to expand their skills and knowledge through professional learning. The district has developed a school leader program for potential leaders, based on the leadership standards. The use of the train-the-trainer model for developing capacity within schools makes use of the reading coaches, math coach, mentor teachers, and data coaches to increase the impact of district initiatives and improve students' achievement, and develops leaders within schools at the same time. Principals help identify potential assistant principals. Paraprofessionals in the district are encouraged to earn their degrees and become teachers. Teacher assistants are trained so they will be ready for a paraprofessional position if one should become available. The district philosophy is to build capacity in its own ranks to rise to leadership positions within the district.

## Florida DOE Professional Development System Evaluation Protocol - District Report
## Santa Rosa County Review, May 7-10, 2012

### District Level - Learning

| Standard | Rating |
|---|---|
| 3.2.1 Learning Communities | 4 |
| 3.2.2 Content Focused | 4 |
| 3.2.3 Learning Strategies | 4 |
| 3.2.4 Sustained Professional Learning | 4 |
| 3.2.5 Use of Technology | 4 |
| 3.2.6 Time Resources | 4 |
| 3.2.7 Coordinated Records | 4 |
| 3.2.8 District Support | 4 |
| 3.2.9 Learning Organization | 4 |

## District Level - Implementing

| STANDARD | RATING |
|---|---|
| **3.3.1 Implementation of Learning:** The district provides a follow-up support system to facilitate implementation of professional learning in the workplace. | **4** |

**Findings:** The district is commended for providing a follow-up support system to facilitate implementation of professional learning in the workplace. The district's observation instrument, based on the Marzano Model and completed on iPads, documents strategies and professional learning educators use in the classrooms. All professional learning completed by educators requires a follow-up component documenting strategy implementation in the classroom before receiving inservice credit or points. District coaches and mentor teachers are available to assist in implementation of strategies. The Tyner model provides for observations in the classrooms and supports implementation of professional learning in some elementary classrooms. Classroom walkthroughs are conducted in classrooms by AIS and ESE/PBS program facilitators to verify and document the implementation of strategies in classrooms.
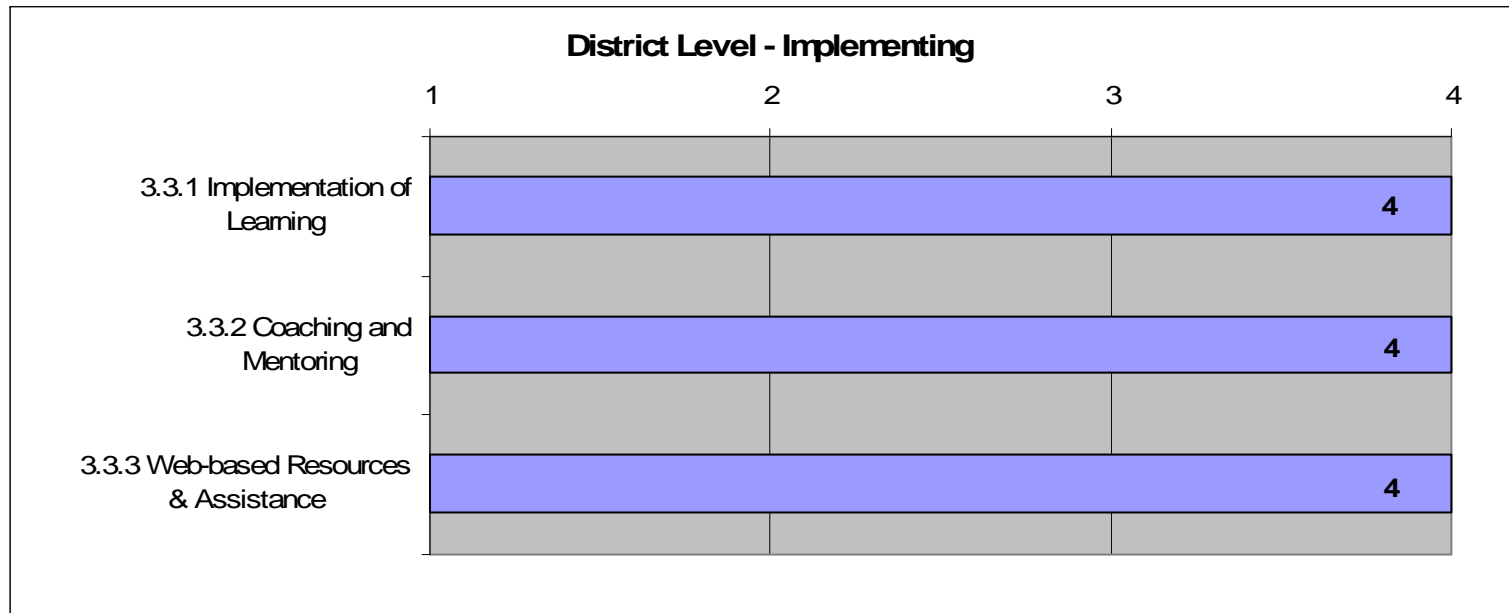
| STANDARD | RATING |
|---|---|
| **3.3.2 Coaching and Mentoring:** The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy. | **4** |

**Findings:** The district is commended for providing mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning. All new teachers and struggling teachers are provided with mentors for one to two years and these teachers remain in the new teacher program until observations indicate mastery. Mentors are trained to serve in this position and receive a stipend. There were 60 mentor teachers serving new teachers at the time of the review. The district's 13 reading coaches are school-based and provide professional learning, follow-up, modeling, and coaching and mentoring for educators. Other coaches include school-based data coaches, technology coaches, and 19 AISs. The Tyner model provides for the outside consultant to visit classrooms and coach teachers. Web-based coaching for Marzano strategies is available for administrators and teachers.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for using technology and web-based assistance to support professional learning programs and efforts. Many district programs have web pages and provide resources and assistance. These include websites for mentor teachers, coaches, district administrators, the Marzano iObservation system, technology, and new teacher orientation. The new teacher information will be available online this year. Textbook companies provide staff with tutorials and resources after initial professional learning.

## District Level - Implementing

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 3.3.1 Implementation of Learning | | | | 4 |
| 3.3.2 Coaching and Mentoring | | | | 4 |
| 3.3.3 Web-based Resources & Assistance | | | | 4 |

## District Level - Evaluating

| STANDARD | RATING |
|---|---|
| **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. | 4 |

**Findings:** The district is commended for conducting ongoing formal evaluation of the fidelity with which the district's Professional Development System is implemented. The district provided evidence of implementation of planned initiatives as well as monitoring of faculty attendance and completion of follow-up activities for all professional learning activities. The district's web-based Professional Growth System (PGS) allows for a variety of reports that enhance monitoring efforts. The district also uses feedback from the Studer surveys of administrators and faculty, conducted three times per year, as evaluation of the professional learning system to determine what mid-course corrections are needed as the plan is implemented during the school year. At the schools, the PDPs are reviewed at mid-year to determine if educators are participating in professional learning as planned. Additionally, the district has conducted formal evaluations of some of the major initiatives of past years.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for conducting formal evaluations of several major professional learning initiatives. The district provided evaluation reports for Early Reading Intervention Program (Tyner training for 3 years), Early Math Intervention Project (2 years), the Teacher Mentor Program for new faculty (focused on retention), the STEM initiative (Digital Science), and the Child Find Program. Additional reports provided were the Studer survey reports, DEA reports, and observation completion reports from the new iObservation instrument. The district also summarizes informal feedback from mentor teachers. Discovery Education is planning evaluations that will look at correlations of educator professional learning with student performance.

| STANDARD | RATING |
|---|---|
| **3.4.3 Changes in Students:** The district assesses the impact of professional learning on student performance. | **4** |

**Findings:** The district is commended for continuously assessing the impact of professional learning on student performance. Based on FCAT data, the district currently ranks as second in the state for student achievement, Discovery Education Assessment data and the SMART data system allow for continuous monitoring of student data prior to FCAT scores becoming available. Recent data indicate students at each elementary grade level are exiting at higher reading levels every year. The graduation rate, which was a concern, has continued to improve as a result of targeting at risk students and using Compass Learning for credit recovery. Additionally, the reports submitted of formal evaluations of major program initiatives and professional learning efforts documented increases in student achievement directly related to professional learning.

| STANDARD | RATING |
|---|---|
| **3.4.4 Evaluation Measures:** Districts 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 assessments, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning. | **4** |

**Findings:** The district is commended for using summative and formative data to assess the impact of professional learning. As part of the RtI process, data from formative and summative assessments as well as behavioral data are used to assess the impact of professional learning. SIP data chats occur at the school level. The outcome statements documented in the PDPs indicate professional learning is impacting student performance. Examples of further assessments include FCAT scores, FAIR testing, district assessments, and DEA, which is used 3 times a year at each grade level in reading, math, and science at the K-8 levels as well as in specific content areas at the high school level. DEA is used for the student performance portion of the teacher assessment/evaluation at the K-2 level. K-1 STAR early literacy state assessments and K-2 book level growth based on a district reading level are also used to assess the impact of professional learning on student achievement.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended for the use of multiple needs assessments in developing the professional learning system and using evaluation results to determine if changes to the plan are needed. Results from the evaluation of the professional development inform what is working well and what is not. The district reviews professional learning needs based on results of needs assessment data. The district provided convincing evidence of making modifications to sustained program initiatives as data revealed ineffective results or to maximize strategies demonstrated as effective. For example, based on participation feedback the Tyner model was changed from five days to two days with follow-up. The professional learning provided on Marzano's domains and elements was changed from a full day to three hours followed by grade group follow-up, based on participant feedback.
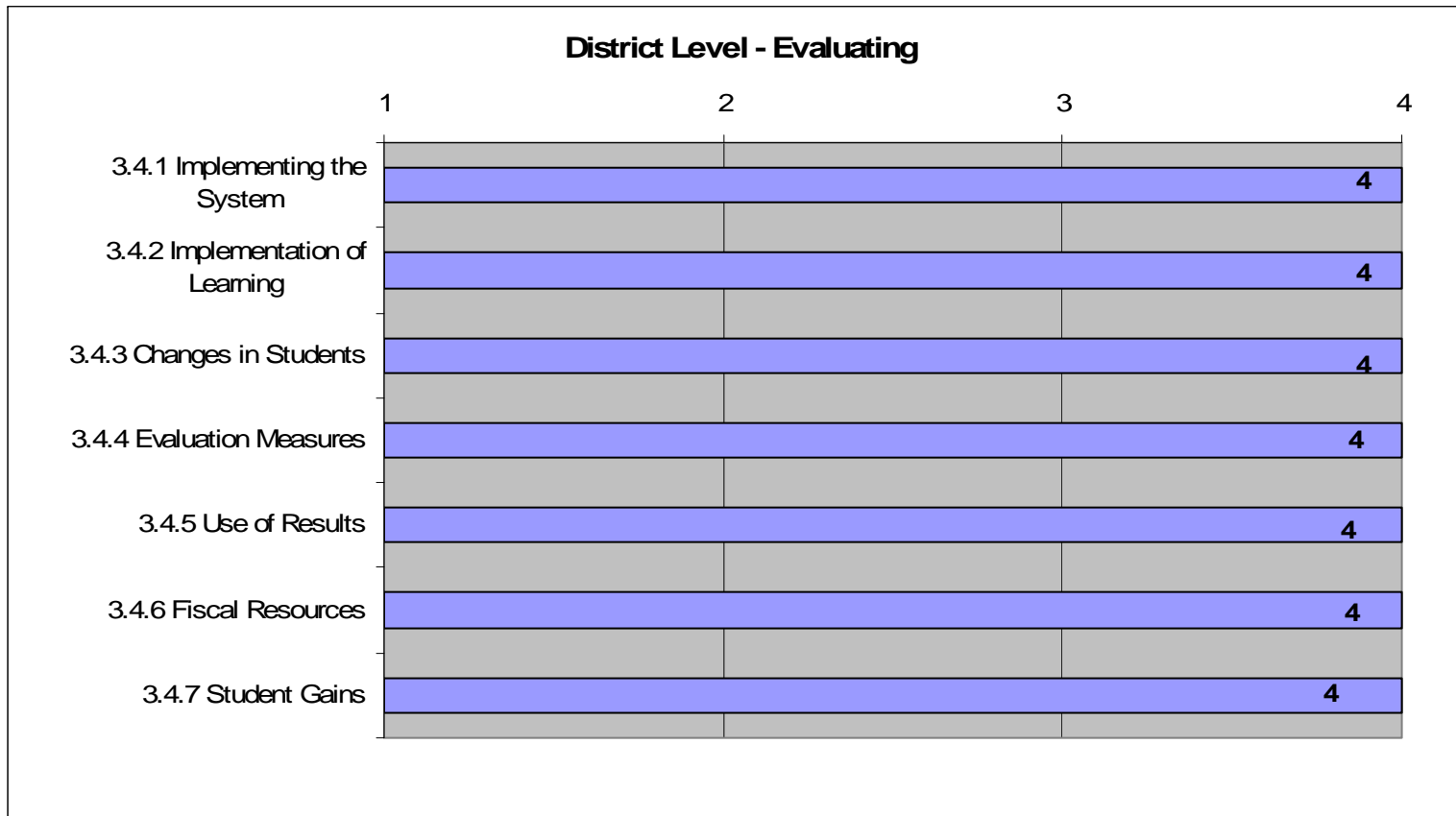
| STANDARD | RATING |
|---|---|
| **3.4.6 Fiscal Resources:** The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals. | **4** |

**Findings:** The district is commended for allocating sufficient fiscal resources for use in supporting professional learning that aligns with school and district goals. The Florida Department of Education has generated an analysis of the percent of total expenditures used for professional learning for this district from the total current expenditures and the total expenditures on professional development (6400) as reported by the district to the Florida Department of Education in Survey 5 for fiscal years 2008-2009 and 2009-2010. For Fiscal Year 2008-2009, the district's total expenditure was $188,282,966 of which .07% was expended on professional learning as documented through Function 6400 ($1,334,047). For Fiscal Year 2009-2010, the district's total expenditure was $179,586,373, of which 1.4% was expended on professional learning as documented through Function 6400 ($2,499,811). The proportion of expenditures spent on professional learning doubled from 2008-2009 to 2009-2010, increasing by .7 percentage points. Note that in a time of decreasing overall district funding, the amount dedicated to professional learning increased. For the 2010-2011 school year, the district submitted documentation of total district expenditures of $191,286,267 with 2.03% ($3,889,467) expended on professional learning. The overall commitment to and support for professional learning was above the 2% level established for a 4 rating.

| STANDARD | RATING |
|---|---|
| **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. | **4** |

**Findings:** The district is commended on the high student performance levels of the students, as demonstrated by the Department of Education's district accountability system. The district level grade for 2011 was "A."

**Florida DOE Professional Development System Evaluation Protocol - District Report**
**Santa Rosa County Review, May 7-10, 2012**

### District Level - Evaluating

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 3.4.1 Implementing the System | | | | 4 |
| 3.4.2 Implementation of Learning | | | | 4 |
| 3.4.3 Changes in Students | | | | 4 |
| 3.4.4 Evaluation Measures | | | | 4 |
| 3.4.5 Use of Results | | | | 4 |
| 3.4.6 Fiscal Resources | | | | 4 |
| 3.4.7 Student Gains | | | | 4 |

**School Level - Planning**

| STANDARD | RATING |
|---|---|
| **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. | **4.0** |

**Findings:** The district and schools are commended for administering the needs assessment process developed by the district to collect and use feedback from all educators on professional learning needs. In addition to conducting the needs assessments, there was substantial evidence that schools use disaggregated student achievement data frequently for decisions about professional learning. In all schools visited, disaggregated student data by content and skill areas, subgroups needing special assistance, were available to and used by educators in planning Professional Development Plans.

| STANDARD | RATING |
|---|---|
| **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. | **3.8** |

**Findings:** The district and schools are commended for instituting and maintaining a process whereby Professional Development Plans are reviewed regularly by the administrators. The administrators assisted educators in reviewing student data to determine professional learning needs. In some schools, mid-year reviews were held to monitor progress. At the end of the year the administrator reviewed the Individual Professional Development Plans and met with teachers individually. All schools indicated that reviewing the Individual Professional Development Plans is an ongoing process.

| STANDARD | RATING |
|---|---|
| **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. | **3.2** |

**Findings:** In some schools, administrators reviewed performance appraisals and made plans with educators for future professional learning. Some instances were noted in which the administrator monitored the evaluations on the Professional Growth System (PGS) and requested professional development for specific teachers. Some schools indicated that professional learning was identified based on teachers' needs and student data, and the new teacher evaluation system is resulting in a much closer relationship among these factors.

| STANDARD | RATING |
|---|---|
| **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. | **3.6** |

**Findings:** The district and schools are commended for developing school-wide professional learning plans. All administrators review student data and testing
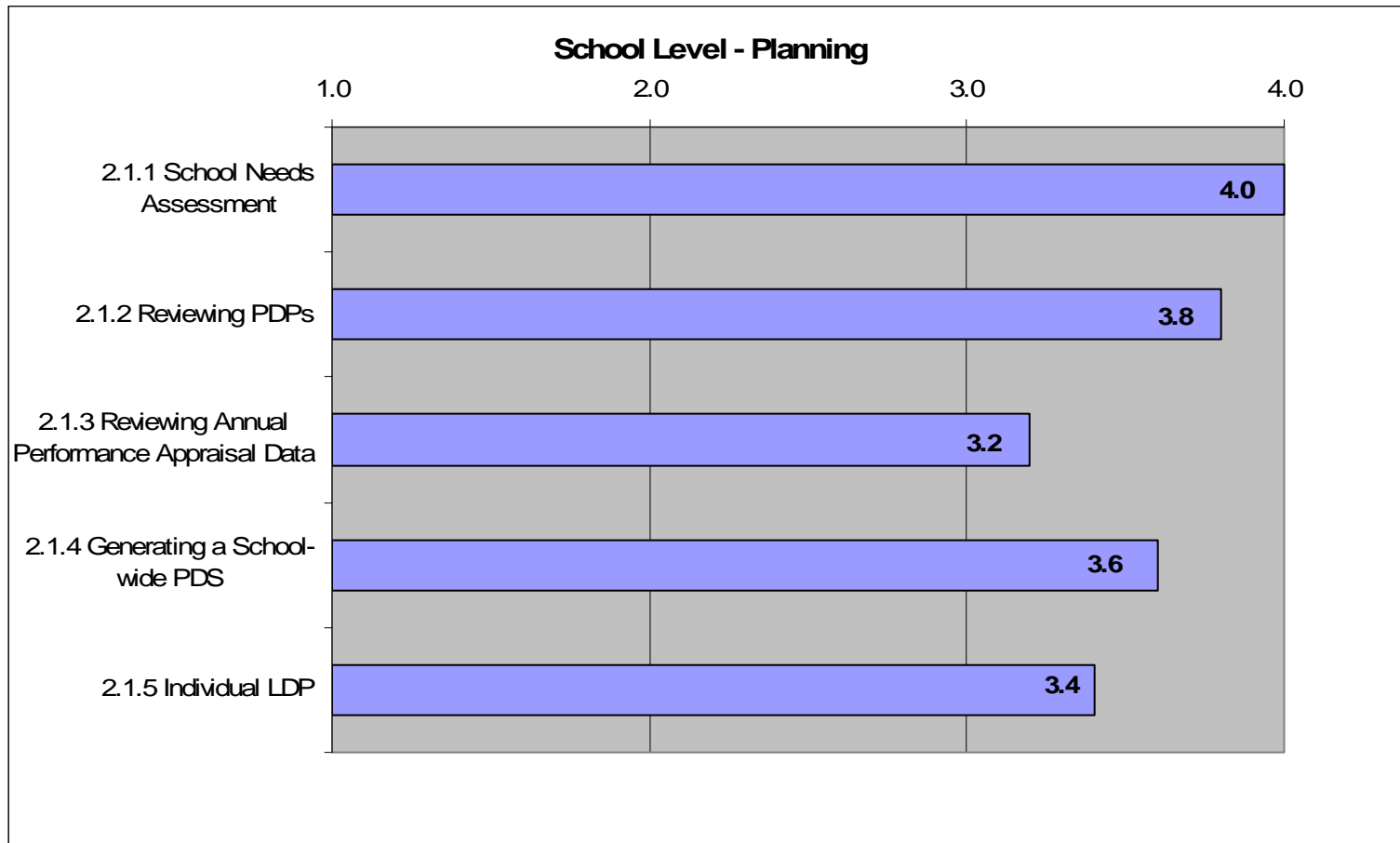
results. Evidence of using outcome measures from previous Individual Professional Development Plans was lacking at some schools. Most schools provided evidence that they met with the School Advisory Council to generate and discuss school-wide professional development.

| STANDARD | RATING |
|---|---|
| **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. | **3.4** |

**Findings:** In all schools visited, administrators completed the Individual Leadership Development Plan. Administrators reviewed student data and focused on areas of weaknesses. Although administrators completed the Individual Leadership Development Plan, evidence was lacking in the area of goals relating to improvements in teacher effectiveness and changes to administrator practices resulting from professional learning.

## Florida DOE Professional Development System Evaluation Protocol - District Report
## Santa Rosa County Review, May 7-10, 2012

### School Level - Planning

| Standard | Rating |
|---|---|
| 2.1.1 School Needs Assessment | 4.0 |
| 2.1.2 Reviewing PDPs | 3.8 |
| 2.1.3 Reviewing Annual Performance Appraisal Data | 3.2 |
| 2.1.4 Generating a School-wide PDS | 3.6 |
| 2.1.5 Individual LDP | 3.4 |

### School Level - Learning

| STANDARD | RATING |
|---|---|
| **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. | **4.0** |

**Findings:** The district and schools are commended for organizing groups of faculty into professional learning communities and supporting them to address instructional needs and interests. Examples given were book studies on Marzano's *The Art and Science of Teaching*, technology implementation, and reading

strategies communities. The learning communities hold meetings before or after school. Agendas and minutes are maintained and submitted to the administrator.

| STANDARD | RATING |
|---|---|
| **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. | **3.8** |

**Findings:** The district and schools are commended for providing professional learning content that is research- and evidence-based. The schools are confident that any professional learning offered by the district office has been thoroughly investigated for efficacy. Examples included Marzano's theories and strategies, the Tyner model, Discovery Education, and Common Core State Standards.

| STANDARD | RATING |
|---|---|
| **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. | **3.4** |

**Findings:** The schools provide professional learning that uses the strategies of modeling, practice, and feedback in much of the professional learning, such as the Tyner model professional learning activities. Lectures with PowerPoint presentations are frequently used. Reading coaches provide modeling of effective strategies. Some schools indicated that the loss of the seven period day had impacted opportunities for classroom feedback during the regular school day. Planning time for these schools now occur at the beginning or end of the school day, rather than throughout the school day when students are in class.

| STANDARD | RATING |
|---|---|
| **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. | **3.6** |

**Findings:** The district and schools are commended for sustaining rigorous professional learning. All schools indicated that professional learning is ongoing throughout the year. Most educators meet once a month within grade levels or content areas for about an hour. Almost all administrators provided evidence that professional learning was rigorous and sustained over multiple sessions. In a few settings, the learning was less sustained.

| STANDARD | RATING |
|---|---|
| **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. | **3.6** |

**Findings:** The district and schools are commended for using technology to support and enhance professional learning. Most schools used technology resources such as cell phones, computer on wheels (COWs), Discovery Education video clips, embedded video clips from other resources, response systems, Mimio, and Mobi strips. Some schools indicated that they use Moodle to facilitate professional learning on Marzano's domains and elements. In a few settings, the use of technology was less prevalent.

| STANDARD | RATING |
|---|---|
| **2.2.6 Time Resources:** Sufficient time within the work day is available and used for professional learning. | **3.6** |

**Findings:** The district and schools are commended for allocating sufficient time within the work day for professional learning. The district provides two half-days for professional learning listed on the School Board-approved calendar and an additional three pre-planning days. An extra 30 minutes each day are available for professional learning and schools use the extra 30 minutes in varying configurations. Principals in two schools indicated that this is not sufficient time, considering all of the new initiatives being implemented. All schools indicated that they use two or three days during pre-planning for professional learning, although some schools appear to have discretion on the total number of days used for professional learning.

| STANDARD | RATING |
|---|---|
| **2.2.7 Coordinated Records:** School administrators regularly generate and review reports on faculty participation in professional learning. | **3.8** |

**Findings:** The district and the school are commended for maintaining up-to-date records for all professional learning, including certification, and inservice points are easily accessible by school faculty and administrators. The administration and educators indicated that they could access the Professional Growth System (PGS) easily, and that the information is updated throughout the year. Administrators and educators can access and view transcripts and certification areas to verify professional learning.

## Florida DOE Professional Development System Evaluation Protocol - District Report
## Santa Rosa County Review, May 7-10, 2012

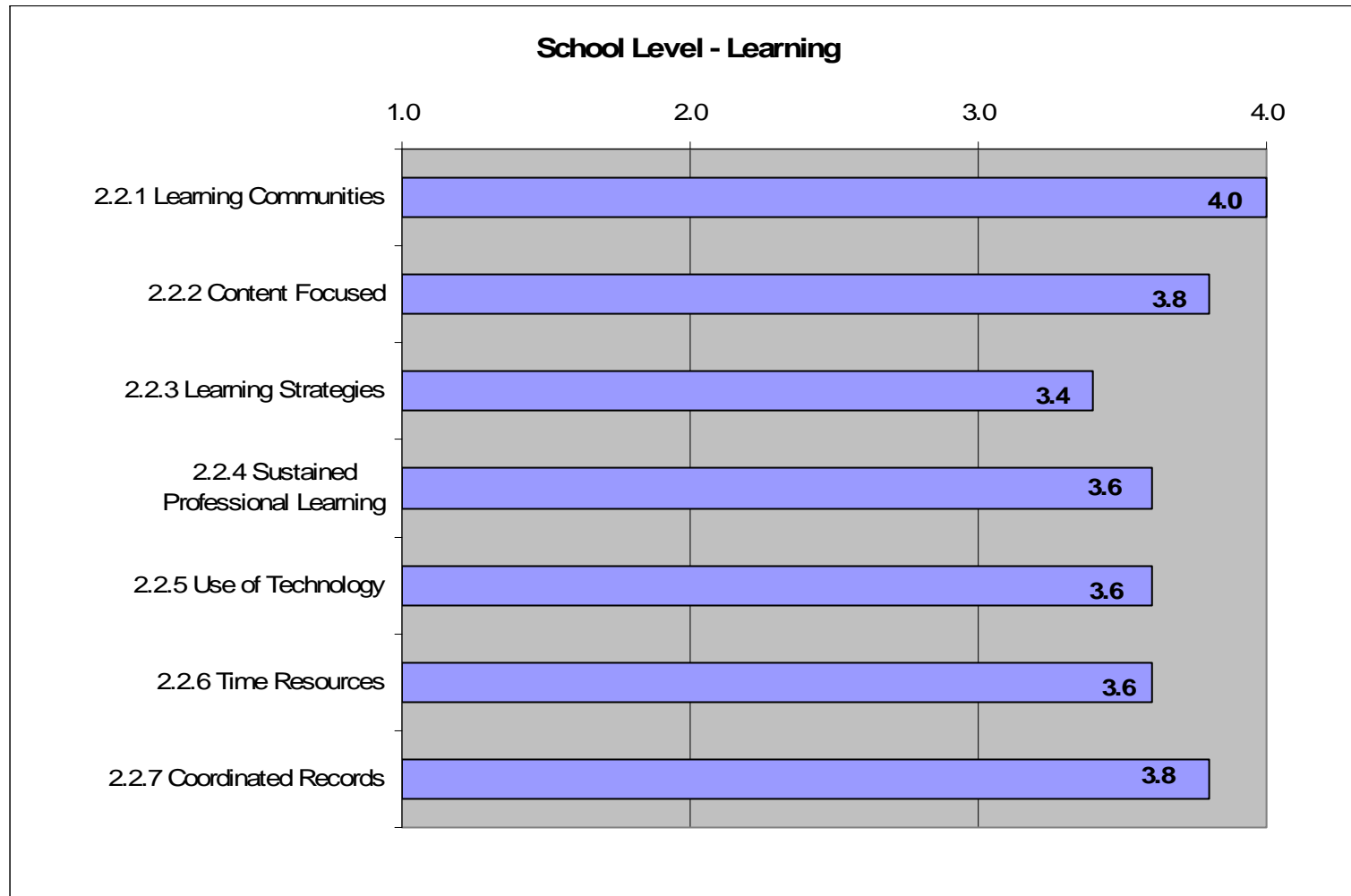### School Level - Learning

| Category | Score |
|---|---|
| 2.2.1 Learning Communities | 4.0 |
| 2.2.2 Content Focused | 3.8 |
| 2.2.3 Learning Strategies | 3.4 |
| 2.2.4 Sustained Professional Learning | 3.6 |
| 2.2.5 Use of Technology | 3.6 |
| 2.2.6 Time Resources | 3.6 |
| 2.2.7 Coordinated Records | 3.8 |

**School Level - Implementing**

| STANDARD | RATING |
|---|---|
| **2.3.1 Implementation of Learning:** The school provides follow-up support to facilitate implementation of professional learning in the workplace. | **4.0** |

**Findings:** The district and the schools are commended for providing follow-up support to facilitate implementation of professional learning. All schools indicated that the administration uses direct observations and classroom walkthroughs to ensure implementation of the Marzano strategies as part of the new teacher evaluation system. Educators new to the district and educators needing improvement are observed with four informal and two formal observations during the school year. Some schools indicated that national consultants provided follow-up resources for implementation of new initiatives.
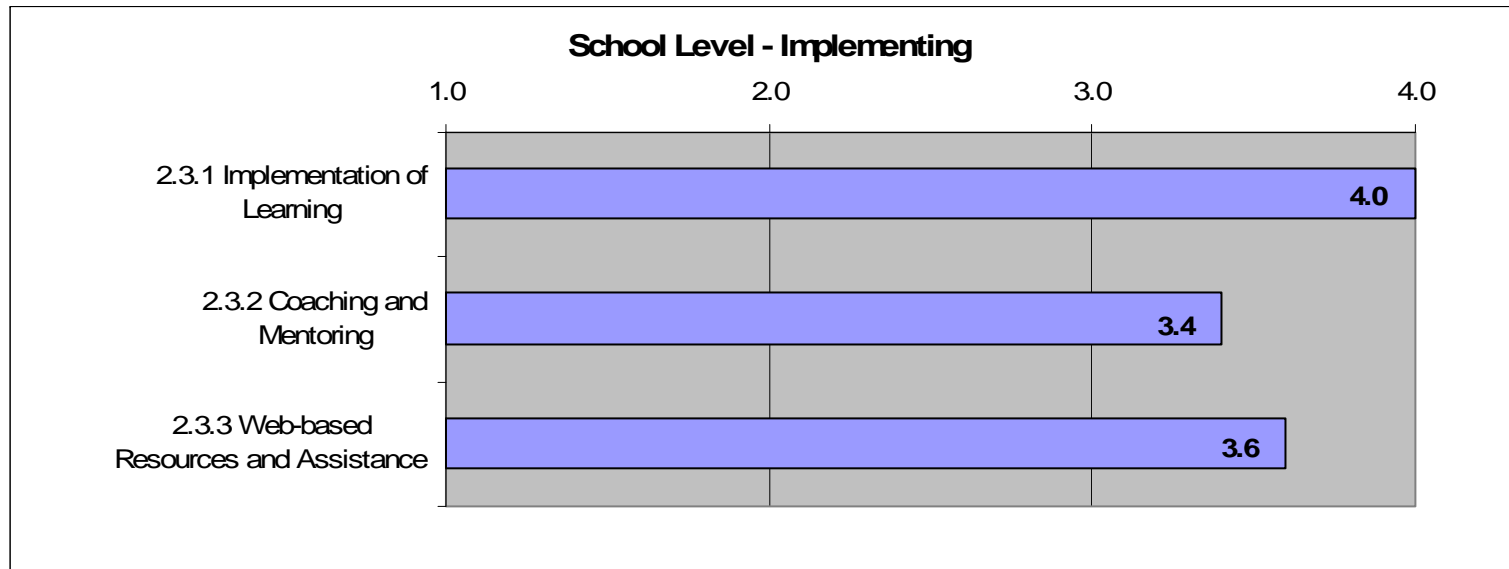
| STANDARD | RATING |
|---|---|
| **2.3.2 Coaching and Mentoring:** The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy. | **3.4** |

**Findings:** Most schools indicated that all first year teachers have a mentor along with an administrator assigned to them. Additionally, some schools indicated that two educators from each school were trained by the district and serve as mentors to other educators for district initiatives. Some schools indicated that full-time reading coaches are available for coaching upon request, while other schools indicated availability of other resource personnel for coaching and mentoring, such as Academic Intervention Specialists.

| STANDARD | RATING |
|---|---|
| **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. | **3.6** |

**Findings:** The district and schools are commended for using district web-based resources for professional learning. Almost all schools indicated that the district website has resources available to educators, such as Discovery Education and Think Central. Videos are also provided through the district Professional Development Center.

## School Level - Implementing

| | 1.0 | 2.0 | 3.0 | 4.0 |
|---|---|---|---|---|
| 2.3.1 Implementation of Learning | | | | 4.0 |
| 2.3.2 Coaching and Mentoring | | | 3.4 | |
| 2.3.3 Web-based Resources and Assistance | | | 3.6 | |

## School Level - Evaluating

| STANDARD | RATING |
|---|---|
| **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. | 3.6 |

**Findings:** The district and schools are commended for documenting and reviewing the participation of educators in the professional learning system. The Professional Growth System documents all teachers' participation in planned professional learning and allows administrators to review standards reports and to spot-check as needed to ensure fidelity of implementation of professional learning plans. The Marzano Model teacher evaluation system demonstrates performance levels and reveals area of need. The administration reviews these documents to target specific professional learning for educators based on their needs and information gained from the professional development plans. Targeted professional learning is planned as a result of educators' implementation and outcomes on the professional development plan. In some settings, sign-in sheets are used as documentation of attendance, but no evidence was noted of review of the full implementation of PDPs.

| STANDARD | RATING |
|---|---|
| **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. | **3.4** |

**Findings:** The administration at all schools conduct classroom walkthroughs, formal and informal observations, and reviews of data. Some schools indicated that they review the lesson plans that educators submit three times per year. Some schools hold monthly data meetings. Reading coaches' documentation at some schools includes evidence of ongoing coaching following new learning for numerous teachers; however, formal and consistent evaluations are less evident.

| STANDARD | RATING |
|---|---|
| **2.4.3 Changes in Students:** The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance. | **3.2** |

**Findings:** Many schools use outcome statements from educators when the data come in to look at gains. There is evidence of a cyclical process which begins with data and ends with data. There are specific times when educators examine student data with administrators, including a look at grades, attendance, and discipline. In some settings, however, the link that relates student growth and professional learning is weak.
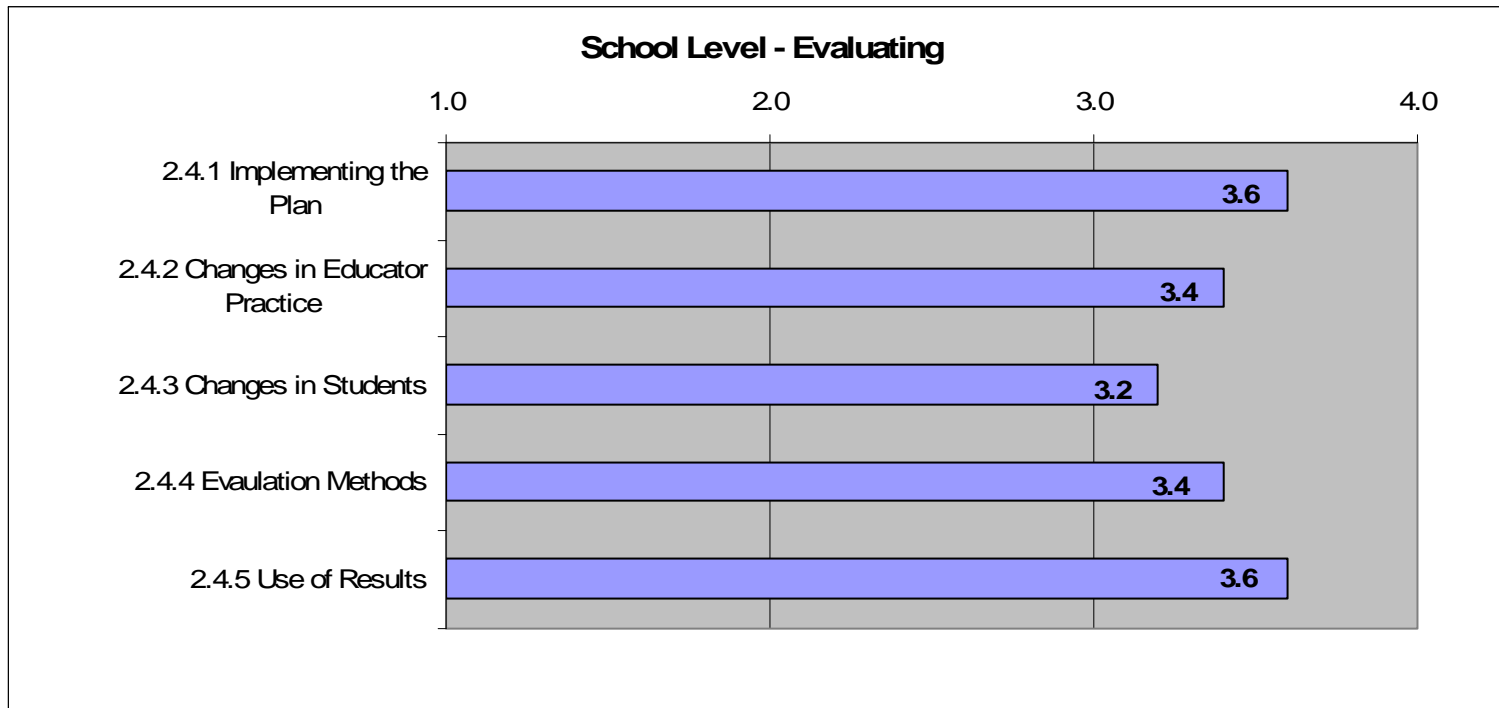
| STANDARD | RATING |
|---|---|
| **2.4.4 Evaluation Measures:** Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning. | **3.4** |

**Findings:** The schools use a series of assessments to monitor student progress. Almost all schools provided evidence that these measures are used to evaluate professional learning. Examples included FCAT, FAIR, EOC exams, AP exams, STAR, Tyner, Discovery Education, Right Score for writing, Rigby reading levels, RtI assessments, and SuccessMaker. Most administrators conduct opening sessions with faculty to reveal school-wide data from prior years and examine trends in student performance including FCAT data, retention, and discipline. In some settings, the relationship between professional learning and assessment data was not clearly evident.

| STANDARD | RATING |
|---|---|
| **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. | **3.6** |

**Findings:** The district and schools are commended for reviewing data in planning for professional learning. Almost all school administrators review student outcome statements in PDPs. At some schools, data are analyzed monthly and input is taken from school advisory committees. Departments and grade-level educators meet and develop content and/or grade specific plans, and educators and administrators take part in developing the professional learning for the subsequent year at almost all schools. In a few settings, administrators were less aware of how the results from evaluations had been used.

## Florida DOE Professional Development System Evaluation Protocol - District Report
## Santa Rosa County Review, May 7-10, 2012

### School Level - Evaluating

| Category | Score |
|---|---|
| 2.4.1 Implementing the Plan | 3.6 |
| 2.4.2 Changes in Educator Practice | 3.4 |
| 2.4.3 Changes in Students | 3.2 |
| 2.4.4 Evaulation Methods | 3.4 |
| 2.4.5 Use of Results | 3.6 |

**Educator Level - Planning**

| STANDARD | RATING |
|---|---|
| **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. | **3.6** |

**Findings:** The district and schools are commended for administering needs assessment surveys to target professional learning and making disaggregated student data easily accessible to educators for determining areas of need. Many educators described how they used data analyses when identifying their professional learning goals. Data sources included FCAT, DEA, end-of-course exams, and classroom observations as well as the SIP. They identified focus groups of students with needs and some target students not making AYP. In a few instances, educators had little data on which to make decisions about professional learning.
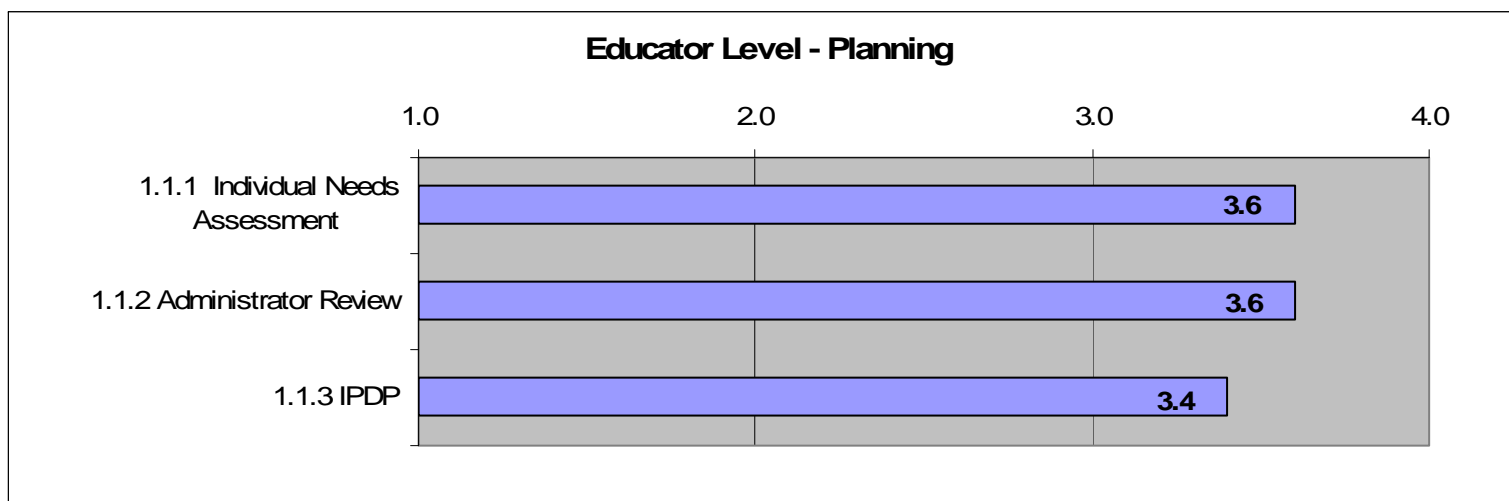
| STANDARD | RATING |
|---|---|
| **1.1.2 Administrator Review:** The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school. | **3.6** |

**Findings:** The schools and district are commended for regularly reviewing the individual PDPs. Almost all educators provided convincing evidence that they have met with a school administrator (small group and individually) to review data and draft a PDP as well as discuss professional learning needs that would enhance student performance. A few educators, however, indicated they did not meet individually with the administrator when drafting their PDPs. Most educators indicated they met with the administrator at the beginning of the school year, mid-year, and finally at the end of the year to evaluate, discuss, and revise professional learning goals.

| STANDARD | RATING |
|---|---|
| **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. | **3.4** |

**Findings:** Most educators' PDPs included the required components of specific student achievement goals based on their own students' data, professional learning goals with measurable improvements in student achievement stated, and a stated or implied evaluation of the effectiveness of the professional learning through the student achievement goals. Some PDPs lacked components or clearly defined professional learning objectives and changes in the educator's practices resulting from professional learning.

## Educator Level - Planning

| | 1.0 | 2.0 | 3.0 | 4.0 |
|---|---|---|---|---|
| 1.1.1 Individual Needs Assessment | | | 3.6 | |
| 1.1.2 Administrator Review | | | 3.6 | |
| 1.1.3 IPDP | | | 3.4 | |

## Educator Level - Learning

| STANDARD | RATING |
|---|---|
| **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. | **3.0** |

**Findings:** Most educators described their participation in groups they identified as learning communities. These learning communities were organized according to educator interest or need, and often by departments or grade levels. Most learning communities meet face-to-face, although some educators take advantage of online book studies. Some groups are meeting but do not have specified learning objectives for the group or concentrate more on the logistics of department or grade level meetings than as professional learning venues.

| STANDARD | RATING |
|---|---|
| **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. | **4.0** |

**Findings:** The district and schools are commended for providing research-based professional learning as specified in state law. All educators interviewed provided convincing evidence that the professional learning in which they have participated is research-and/or evidence-based and directly related to one or more of the content areas specified in state law.

| STANDARD | RATING |
|---|---|
| **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. | **3.2** |

**Findings:** In most cases, educators interviewed indicated that the delivery of the professional learning activities in which they participated were appropriate to the intended goal of the professional learning and the educators' needs. Most educators indicated that instructors incorporated modeling, practice and provided feedback. In some settings, educators were unaware of the research or evidence basis for a few programs, or the sessions had been delivered primarily through lecture with little opportunity for practice or feedback.

| STANDARD | RATING |
|---|---|
| **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. | **3.6** |

**Findings:** The district and schools are commended for providing sustained and rigorous professional learning opportunities. Almost all educators reported participating in professional learning that is rigorous and sustained over multiple sessions and multiple days. Frequently cited was the professional learning on the Marzano elements, Discovery Education, and the STEM initiative. Many educators indicated that some professional learning programs began in pre-planning and continued throughout the school year. A few educators indicated that their professional learning had occurred in shorter timeframes or through isolated topics without follow-through.

| STANDARD | RATING |
|---|---|
| **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. | **3.2** |

**Findings:** Most educators described professional learning delivered with a variety of technologies. Some educators have completed online courses or one of the blended courses for Reading, Gifted, or ESOL endorsements on their teaching certificates. Others documented the use of PowerPoint presentations with SMART Boards, LCDs, Mimios, and Elmo. Some educators indicated that they used Moodle for professional learning on Marzano's domains and elements. In a few settings, the use of technology was less prevalent.
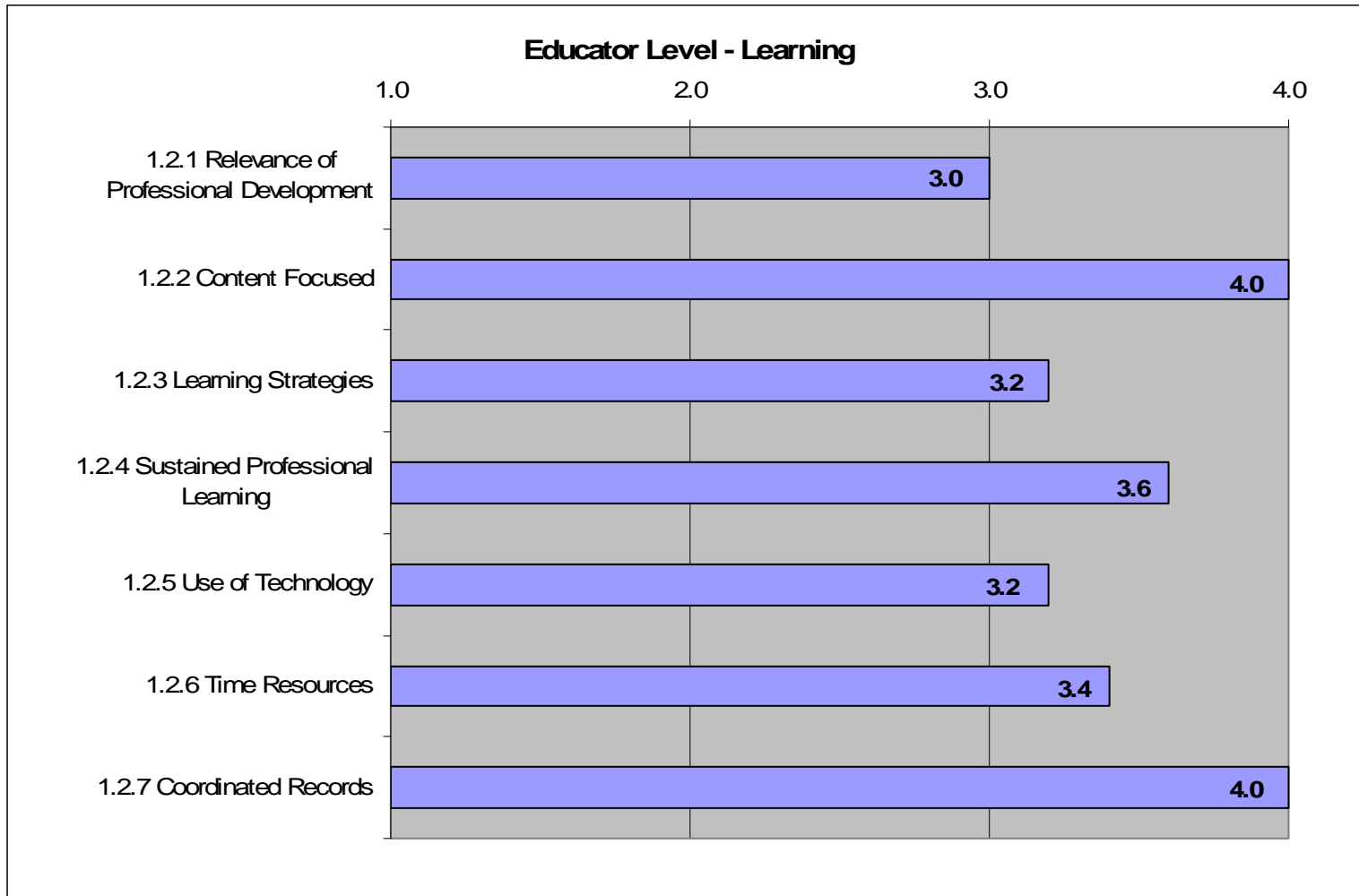
| STANDARD | RATING |
|---|---|
| **1.2.6 Time Resources:** Sufficient time within the work day is available and used for professional learning. | **3.4** |

**Findings:** Educators indicated there were specific days allocated for professional learning. There was inconsistency, however, as to how many days allocated during pre-planning are used for professional learning. Most educators were in agreement that two half-days also are allocated and used during the school year. Some educators also stated that there is never enough time for professional learning.

| STANDARD | RATING |
|---|---|
| **1.2.7 Coordinated Records:** Educators have easy access to up-to-date records of their professional learning. | **4.0** |

**Findings:** The district and schools are commended for providing a user-friendly tool, the Professional Growth System (PGS), for accessing up-to-date records of their professional learning. All educators interviewed indicated that professional learning records are easily accessed through the new PGS and consistently find the records to be accurate and up-to-date.

## Educator Level - Learning

| Category | Rating |
|---|---|
| 1.2.1 Relevance of Professional Development | 3.0 |
| 1.2.2 Content Focused | 4.0 |
| 1.2.3 Learning Strategies | 3.2 |
| 1.2.4 Sustained Professional Learning | 3.6 |
| 1.2.5 Use of Technology | 3.2 |
| 1.2.6 Time Resources | 3.4 |
| 1.2.7 Coordinated Records | 4.0 |

| STANDARD | RATING |
|---|---|
| **1.3.1 Implementation of Learning:** The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice. | **3.6** |

**Findings:** The district and schools are commended for implementing the skills and knowledge gained through professional learning in the classrooms as an essential component of the process. Most educators interviewed indicated that they use the knowledge and skills learned in professional learning to instruct students in their classrooms. The learning implemented from professional learning sessions with Academic Intervention Specialists and reading coaches was particularly helpful in accelerating the implementation of learning. The faculty and schools are commended for the level at which educators implement learning to improve their practice.
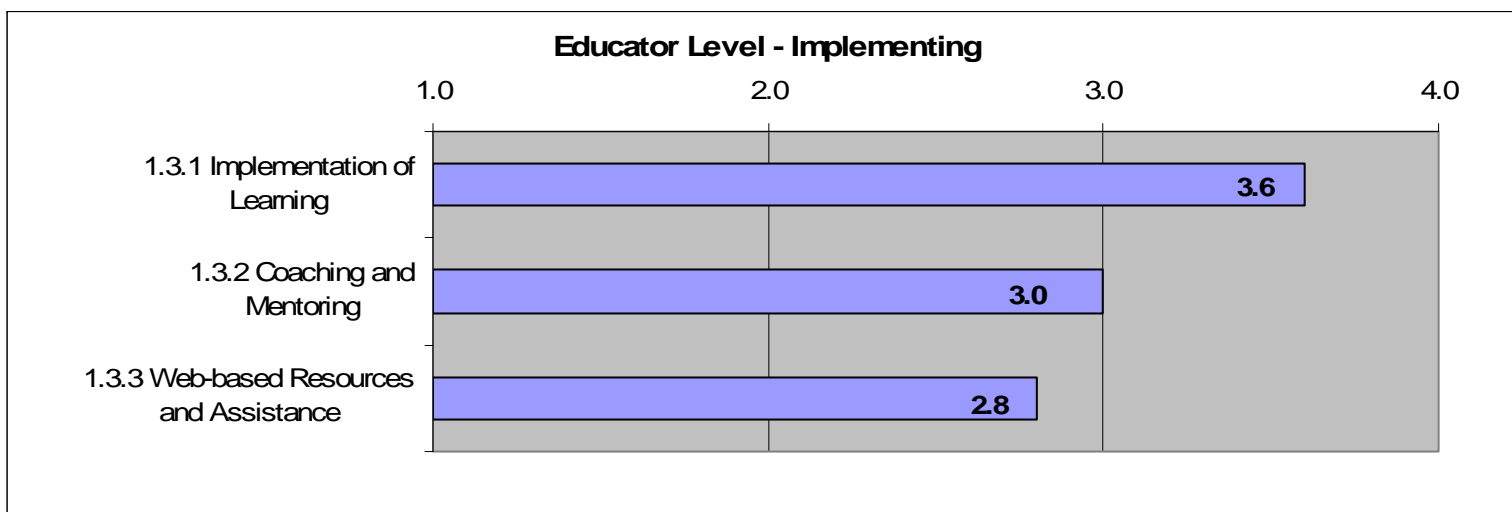
| STANDARD | RATING |
|---|---|
| **1.3.2 Coaching and Mentoring:** Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning. | **3.0** |

**Findings:** The extent of coaching and mentoring varied greatly among educators. Most educators indicated that new teachers were assigned a mentor teacher who conducted observations and provided feedback. Most of the educators who used the services of the coaches and mentors spoke highly of their support. Others indicated they are not taking advantage of coaching that is afforded to them. They converse with the reading coach and ask for advice, but do not invite him or her into classrooms for coaching or mentoring. Some educators indicated that peer coaching is used heavily in schools.

| STANDARD | RATING |
|---|---|
| **1.3.3 Web-based Resources and Assistance:** The district provides educators with web-based resources and assistance to support implementation of professional learning. | **2.8** |

**Findings:** Many educators described the web-based resources they had used to help implement the newly learned skills and methods in their classrooms. Examples were the follow-up resources for the endorsement programs, the websites available for the Marzano system, and websites for Discovery Education and Think Central. Some educators cited the availability of web-based follow-up assistance related to professional learning, but stated that they do not use these resources with regularity.

## Educator Level - Implementing

| | 1.0 | 2.0 | 3.0 | 4.0 |
|---|---|---|---|---|
| 1.3.1 Implementation of Learning | | | 3.6 | |
| 1.3.2 Coaching and Mentoring | | | 3.0 | |
| 1.3.3 Web-based Resources and Assistance | | 2.8 | | |

## Educator Level - Evaluating

| STANDARD | RATING |
|---|---|
| **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. | **3.2** |

**Findings:** Many educators provided convincing evidence of the meetings held with their administrator to evaluate the fidelity of implementation of their PDPs. These meetings were usually the last of three meetings held during the school year to review PDPs and progress in implementing them. In a few settings, the final meeting had not been held, or was perfunctory.

| STANDARD | RATING |
|---|---|
| **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. | **3.0** |

**Findings:** Many educators described evaluations of the impact of professional learning on their instructional practice. Some educators shared evidence of reflecting on their professional learning by using student data through data meetings and data notebooks. Other methods included the Professional Growth System documenting success in Marzano's domain and elements, student products, and lesson plans.

| STANDARD | RATING |
|---|---|
| **1.4.3 Change 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. | **3.0** |

**Findings:** Many educators provided convincing evidence that student achievement increased as a result of their professional learning. Some educators brought to the interviews their data notebooks, charts, and graphs of the changes in performance levels of students. Other educators indicated their analyses had demonstrated an increase, but had no supporting data for the conclusion. Some educators conducted action research on new strategies which demonstrated student performance gains. A few educators had not conducted any evaluation of the impact of professional learning on student achievement, or had not specified any professional learning on their PDP that could be linked to student achievement levels.
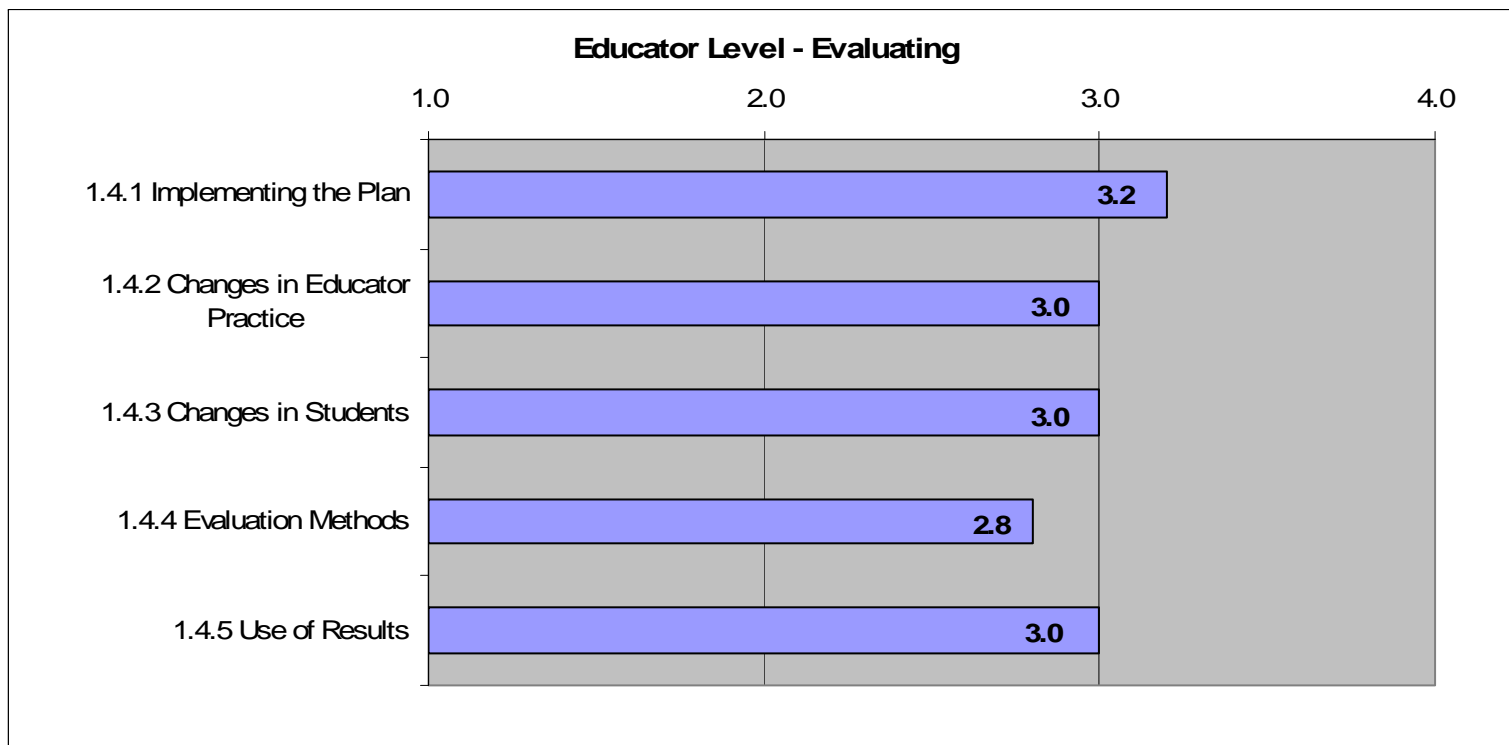
| STANDARD | RATING |
|---|---|
| **1.4.4 Evaluation Methods:** The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning. | **2.8** |

**Findings:** Educators used a variety of formative or summative assessments to document changes in student performance levels to professional learning. Examples of summative and formative data used included double entry journals, Think Link, FAIR, Discovery Education Assessments (DEA), teacher-developed assessments, FCAT, STAR, Rigby Levels, Success Maker, and STEM rubrics, and reading portfolios. Some educators were not able to provide evidence of these data being correlated to specific professional learning.

| STANDARD | RATING |
|---|---|
| **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. | **3.0** |

**Findings:** Many educators discussed the ways that results from one year's PDP are used for planning the next year's professional learning as part of a continuous improvement process. This process at some schools is often conducted informally. Some educators indicated that results were seldom used to plan subsequent PDPs and revise professional learning goals because the next year's planning is built on a new class of students.

## Florida DOE Professional Development System Evaluation Protocol - District Report
## Santa Rosa County Review, May 7-10, 2012

**Educator Level - Evaluating**

| Standard | Score |
|---|---|
| 1.4.1 Implementing the Plan | 3.2 |
| 1.4.2 Changes in Educator Practice | 3.0 |
| 1.4.3 Changes in Students | 3.0 |
| 1.4.4 Evaluation Methods | 2.8 |
| 1.4.5 Use of Results | 3.0 |

| DISTRICT | RATING | SCHOOL | RATING | EDUCATOR | RATING |
|---|---|---|---|---|---|
| 3.1.1.  District Needs Assessment | 4 | 2.1.1.  School Needs Assessment | 4.0 | 1.1.1.  Individual Needs Assessment | 3.6 |
| | | 2.1.2.  Reviewing Professional Development Plans | 3.8 | 1.1.2.  Administrator Review | 3.6 |
| | | 2.1.3.  Reviewing Annual Performance Appraisal Data | 3.2 | | |
| 3.1.2.  Generating a District-wide Professional Development System | 4 | 2.1.4.  Generating a School-wide Professional Development System | 3.6 | | |
| | | 2.1.5.  Individual Leadership Development Plan | 3.4 | 1.1.3.  Individual Professional Development Plan | 3.4 |
| 3.1.3.  Research/Evidence Basis | 4 | | | | |
| 3.1.4.  Content Standards for Student Outcomes | 4 | | | | |
| 3.1.5.  Integration of Initiatives | 4 | | | | |
| 3.1.6.  Leadership Development | | | | | |
| 3.1.7.  Non-instructional Staff | 4 | | | | |
| 3.1.8.  Professional Learning Facilitators | 4 | | | | |
| 3.2.1.  Learning Communities | 4 | 2.2.1.  Learning Communities | 4.0 | 1.2.1.  Learning Communities | 3.0 |
| 3.2.2.  Content Focused | 4 | 2.2.2.  Content Focused | 3.8 | 1.2.2.  Content Focused | 4.0 |
| 3.2.3  Learning Strategies | 4 | 2.2.3.  Learning Strategies | 3.4 | 1.2.3.  Learning Strategies | 3.2 |
| 3.2.4.  Sustained Professional Learning | 4 | 2.2.4.  Sustained Professional Learning | 3.6 | 1.2.4.  Sustained Professional Learning | 3.6 |
| 3.2.5.  Use of Technology | 4 | 2.2.5.  Use of Technology | 3.6 | 1.2.5.  Use of Technology | 3.2 |
| 3.2.6.  Time Resources | 4 | 2.2.6.  Time Resources | 3.6 | 1.2.6.  Time Resources | 3.4 |
| 3.2.7.  Coordinated Records | 4 | 2.2.7.  Coordinated Records | 3.8 | 1.2.7.  Coordinated Records | 4.0 |
| 3.2.8.  District Support | 4 | | | | |
| 3.2.9.  Learning Organization | 4 | | | | |
| 3.3.1.  Implementation of Learning | 4 | 2.3.1.  Implementation of Learning | 4.0 | 1.3.1.  Implementation of Learning | 3.6 |
| 3.3.2.  Coaching and Mentoring | 4 | 2.3.2.  Coaching and Mentoring | 3.4 | 1.3.2.  Coaching and Mentoring | 3.0 |
| 3.3.3.  Web-based Resources and Assistance | 4 | 2.3.3.  Web-based Resources and Assistance | 3.6 | 1.3.3.  Web-based Resources and Assistance | 2.8 |
| 3.4.1.  Implementing the System | 4 | 2.4.1.  Implementing the Plan | 3.6 | 1.4.1  Implementing the Plan | 3.2 |
| 3.4.2.  Implementation of Learning | 4 | 2.4.2.  Changes in Educator Practice | 3.4 | 1.4.2.  Changes in Educator Practice | 3.0 |
| 3.4.3.  Changes in Students | 4 | 2.4.3.  Changes in Students | 3.2 | 1.4.3.  Changes in Students | 3.0 |
| 3.4.4.  Evaluation Measures | 4 | 2.4.4.  Evaluation Methods | 3.4 | 1.4.4.  Evaluation Methods | 2.8 |
| 3.4.5.  Use of Results | 4 | 2.4.5.  Use of Results | 3.6 | 1.4.5.  Use of Results | 3.0 |
| 3.4.6.  Fiscal Resources | 4 | | | | |
| 3.4.7.  Student Gains | 4 | | | | |
| Total above 3.5 | 26 | | 13 | | 6 |
| Average | 4.0 | | 3.6 | | 3.3 |

**Overall Average: 3.7**

**Florida DOE Professional Development System Evaluation Protocol - District Report**
**Santa Rosa County Review, May 7-10, 2012**

| Standards Receiving Excellent Ratings (3.5 or above)<br>Total: 45 | | |
|---|---|---|
| **District: 26** | **School: 13** | **Educator: 6** |
| 3.1.1. District Needs Assessment<br>3.1.2. Generating a District-wide Professional Development System<br>3.1.3. Research/Evidence Basis<br>3.1.4. Content Standards for Student Outcomes<br>3.1.5. Integration of Initiatives<br>3.1.7. Non-instructional Staff<br>3.1.8. Professional Learning Facilitators<br>3.2.1. Learning Communities<br>3.2.2. Content Focused<br>3.2.3 Learning Strategies<br>3.2.4. Sustained Professional Learning<br>3.2.5. Use of Technology<br>3.2.6. Time Resources<br>3.2.7. Coordinated Records<br>3.2.8. District Support<br>3.2.9. Learning Organization<br>3.3.1. Implementation of Learning<br>3.3.2. Coaching and Mentoring<br>3.3.3. Web-based Resources and Assistance<br>3.4.1. Implementing the System<br>3.4.2. Implementation of Learning<br>3.4.3. Changes in Students<br>3.4.4. Evaluation Measures<br>3.4.5. Use of Results<br>3.4.6. Fiscal Resources<br>3.4.7. Student Gains | 2.1.1. School Needs Assessment<br>2.1.2. Reviewing Professional Development Plans<br>2.1.4. Generating a School-wide Professional Development System<br>2.2.1. Learning Communities<br>2.2.2. Content Focused<br>2.2.4. Sustained Professional Learning<br>2.2.5. Use of Technology<br>2.2.6. Time Resources<br>2.2.7. Coordinated Records<br>2.3.1. Implementation of Learning<br>2.3.3. Web-based Resources and Assistance<br>2.4.1. Implementing the Plan<br>2.4.5. Use of Results | 1.1.1. Individual Needs Assessment<br>1.1.2. Administrator Review<br>1.2.2. Content Focused<br>1.2.4. Sustained Professional Learning<br>1.2.7. Coordinated Records<br>1.3.1. Implementation of Learning |

| Standards Needing Improvement (1.9 or below) Total: 0 | | |
|---|---|---|
| District: 0 | School: 0 | Educator: 0 |
| | | |