



Professional Development System

Tim Wyrosdick
Superintendent

Originally approved
1999-2000

Revised for 2017-2018~~2016-2017~~

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Introduction and Purpose

Florida Statute 1012.98 requires that districts develop and submit a professional development system for approval by the Department of Education on an annual basis. “The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.”

Our District’s Professional Development System focuses on disaggregated student data identified at the individual educator, school, and district level. Planning, learning, implementing and evaluating are addressed at each level. Mentor Teachers, Reading Coaches, Math Coaches, Lesson Study Facilitators, Data Coaches, Academic Intervention Specialists, and other district identified teacher leader groups are continuously trained and supported at the district level to provide each school community with on-site professional development and intervention strategies that addresses the annual needs assessment data. Every attempt is made to provide funding or district resources to fully address identified needs that are based on current research strategies. In many instances, district budgets are pooled to enable effective and efficient professional development delivery for all stake holders.

The Professional Development Advisory Council, comprised of elected teachers from all levels, community colleges and state universities, union representation, business and community representatives and district staff meets regularly to discuss concerns and additional items for consideration in this document.. The Santa Rosa District Schools Master Inservice Plan and Professional Development System are State and School Board approved annually.

Focus on College and Career Ready Students

Santa Rosa District Schools has long been committed to quality professional development for teachers, support staff, and administrators that promotes proficiency improvements of individual educators and school-based teams by providing a Pre-K-12 learning environment and instructional supports that results in college and career ready students. This system works to reflect our commitment to the philosophy that all personnel can and should work to improve their performance on a continual basis, based on student data, school improvement data, certification needs and teacher improvement needs. The district shall focus on fidelity of implementation of priority initiatives and other major district systems designed to result in student success through an emphasis on:

- Standards-based instruction
- Instructional strategies
- STEM/STEAM strategies
- Contemporary research-based instructional practices for improving student engagement, rigor, and persistent effort to master academic standards.
- Contemporary research-based leadership practices for improving instructional leadership and faculty development.

This system is comprised of what we actually do and includes school-based learning cultures, organizational supports, and deliberate practice promote professional learning and align with the district's vision for college and career ready students.

The Professional Development System designed for our district integrates the Administrative and Instructional Evaluation Systems with the Master Inservice Plan. In alignment with state and national Professional Development Protocol, the Administrative and Instructional Evaluation Systems are aligned with Individual Professional Development Plans (MyLearning Plan). All Individual Teacher and Administrator Professional Development Plans are aligned and linked with student and personal needs, based on appropriate data sources. MyLearning Plan clearly identifies the goal(s) set, deliberate practice, and professional development needs. An outcome/action research statement finalizing the MyLearning Plan will provide a means to help make correlations regarding the impact of professional development on student learning and identify further professional learning needs for each employee. Each employee will maintain a portfolio that contains data sources documenting beginning and ending data for a minimum of three years. The portfolios are maintained electronically on the

MyPD system provided by the district. Professional development for all instructional personnel should clearly relate to specific student performance data for currently assigned students, School Improvement Plan (SIP) or District Strategic Plan goals. Increased opportunities at school sites and the district level, both face to face and online provide for professional collaboration that encourages teachers to participate in learning communities, lesson study, action research and mentoring and coaching. Each of these collegial practices helps to align the work being done and provide clarity that points back to the mission of “college and career ready students.”

Priority Shifts in Professional Development

Santa Rosa District Schools’ professional development system is a detailed plan for teachers, administrators and district leaders to focus on individual growth and success of school improvement and district initiatives. We are creating a paradigm shift in teacher and administrator reflection as they focus on deliberate practice and reflection of their own teaching as a part of MyLearning Plan. Teachers and administrators begin the year by describing their professional learning plan which includes both a student achievement and professional growth goal, identifying their need for specific professional development and the correlation to student achievement. Teachers and administrators reflect mid-year on professional development taken thus far and provide feedback to the district on professional development needs. Additionally, this reflection provides a time for teachers and administrators to identify how the professional learning has impacted student performance and the changes in teacher practice that has occurred. As teachers reflect mid-year, they are able to adjust their professional learning to help them meet their student achievement and professional growth goals.

The school-based focus of professional learning has broadened to incorporate collaborative job-embedded training for teachers and administrators. PLCs, Lesson Study and Action Research will continue to be a natural part of the work-day. Administrators are collaborating with teachers and district professional development leaders to focus on data driven professional learning needs. Instructional strategies, Florida Standards as they relate to Marzano’s Teaching strategies, and STEM/STEAM strategies will be the focus for district-wide professional learning. The goal being meaningful job-embedded professional learning that focuses directly on teacher and student classroom needs.

The shift in professional development will be ongoing as teachers continue to incorporate these empowering job embedded learning opportunities into their My Learning Plan and strive to build a deeper understanding of the state standards.

Capacities Employed in the Professional Development System

Santa Rosa District Schools builds a professional learning culture in each school by equipping administrators and teacher leaders with the knowledge and skills to provide effective job-embedded professional learning opportunities. The fidelity of implementation of statutes, State Board of Education (SBE) rules, and district and state initiatives related to student performance and growth, educator proficiency and certification and professional learning is a high priority in Santa Rosa District Schools. Administrators and teacher leaders are kept abreast of the newest professional learning designs to ensure fidelity of job-embedded collaborative learning.

Student achievement and college and career readiness is increased with professional learning opportunities in research-based classroom instructional strategies by Robert Marzano and leadership strategies developed by Donald Reeves. Florida Standard strategies promote rigor and relevance through standards-based instruction. These strategies are embedded in all professional learning throughout the district to insure proficiency.

Deliberate Practice is an intrigal part of the Instructional and Administrative Professional Development Plan and the fidelity of the practice is monitored by district and site based administrators. These evaluators have been trained in district and state initiatives and state board rules as they relate to student performance, educator proficiency and professional learning. Through routine meetings and classroom observations, administrators can support educators and help provide a learning culture in each school. Teacher leaders are identified and trained as faciliators in research-based strategies throughout the district. These leaders build a cohort that will in turn train others in collegial practices and support the learning organization and a school-based learning culture.

The district provides the building blocks for other teacher leaders to become new administrators while continuing to provide the current administrators with the necessary tools to move to the district level and begin using their expertise, effort and decision-making for continuous improvement. The teacher leader and administrative trainings include the Florida Educator Accomplished Practices (FEAPS), Florida Principal Leadership Standards (FPLS), the Florida Professional Development Standards and the Code of Ethics of the Education Profession in Florida. The district provides Potential School Leader training which provides teachers the opportunity to learn about the district and state initiatives as well as the necessary steps to becoming an administrator in the district.

The district maximizes the work day by creating a common planning time at the beginning or end of the school day for all employees with three additional half days for professional development. The district provides a technology infrastructure that increases the accessibility and efficiency of professional learning and collegial collaboration through wireless access and updated devices and hardware.

District leaders stay abreast of the state initiatives by participating in state-wide conferences and meetings such as the Florida Association of District School Superintendents (FADSS), Florida Association for Staff Development (FASD), Florida Association of Media Educators (FAME) and other DOE supported webinars and meetings. The district has an annual Administrative Conference at the beginning of the year with monthly follow-up sessions throughout the year. These learning opportunities provide all administrators with leadership strategies that promote rigor and relevance through standards-based instruction.

Deliverables for the Professional Development System

All professional learning activities offered by the district are planned using research-based models of professional learning. The training facilitated by qualified teachers or administrators to insure high-quality professional learning. Professional learning that impacts student performance or extends 10 hours or more require that teachers complete an implementation of skills learned in the training. The courses are monitored and evaluated by the facilitator to ensure the fidelity of impact and implementation. The district MyLearning Plan includes a step for teachers to reflect on their professional learning during the year and address the impact on student performance as well as the changes created in their teaching methods.

The deliverables of the Professional Development System can be found in the electronic records in the MyPD system. Employee professional development plans are created and stored in MyPD. All professional learning opportunities are recorded in the MyPD system. Educators have the ability to tie their professional development to their MyLearning Plan through this portal. Educational resources are available online to assist teacher with implementation of new skills.

Course implementation and evaluation data is collected in the MyPD system. District professional development leaders generate reports to ensure the fidelity of implementation and impact. School leaders generate reports on the implementation and reflection recorded in the professional development plan to maintain a targeted focus of learning. Both district and school leaders further generate reports and monitor teacher professional development needs or completion status of professional learning deliverables. These reports and review of the completed trainings and deliberate practice allow schools and the district to make purposeful decisions in the future as to the relevance of learning opportunities.

Individual Professional Development Plans

Santa Rosa District School's state-approved Administrative and Instructional Evaluation Systems include an Individual Professional Development Plan.

- Instructional Professional Development Plan (MyLearning Plan for Teachers) (Appendix A)
- Administrator Professional Development Plan (MyLearning Plan for Administrators) (Appendix B)

Professional development plans (MyLearning Plans) are maintained electronically on MyPD and integrated into the Teacher and Administrative Evaluation Systems. Each plan requires planning and review throughout the school year. The employee's plan completion is assessed at the end of the school year based on timelines prescribed in Santa Rosa's state approved Administrative and Instructional Evaluation Systems and are included

in the overall percentage as it contributes to the evaluation rankings. A successful plan includes well written goal statements with appropriate and completed relative professional development, deliberate practice and reflection. **My Learning Plan completion timelines may preclude receipt of student data. The outcome statement should be based on available student data, with predictive statements and other relevant data sources available that show increased/decreased student performance.**

Planning

Data sources may include, but are not limited to the following:

- School Improvement Plans
- Annual performance evaluation data
- Annual school reports
- Student achievement data (DEA, FCAT, EOCs, STAR, AR, AM, etc.)
- Parental and student survey data
- Rounding Data
- Support Services Survey Data
- School discipline data
- Classroom observation data
- Teacher created tests
- Other

Data Team training will be provided by the district at the beginning of the school year to assist with school-based data analysis and goal setting, as well as identifying strategies and professional development needs Teachers will identify their needs through their My Learning Plan based on their student data and self-assessment needs.

Prior to the end of the first nine week grading period each instructional personnel (IP) will meet with an administrator to discuss their self-assessment and My Learning Plan goals. The student achievement goal should establish an expectation of student achievement as a result of their intendend professional development. . The teacher performance goal should identify practices they plan to develop or enhance in order to meet their stated student achievement goal. At the end of the second nine weeks, teachers and administrators reflect on the professional learning they have participated in thus far that relates to their plan goals. Reflection includes how the training impacted their student performance, how it changed their teaching practices and if the opportunities are meeting their needs. Deliberate practice should include **changes** in teaching and learning resulting from the training attended. Professional development relative to each annual plan should occur between May 1 of the previous school year and April 30 the current school year. Since the My Learning Plan is a working document, professional development and deliberate practice may be edited throughout the year. The electronic employee portfolio documenting supporting data, professional development, and deliberate practice should be administrator approved prior to June 1.

Administrators will meet with their supervisor to discuss goals, professional development and deliberate practice. Opportunities will be provided for administrators to attend training on the state approved research model for the Administrative Evaluation System as it relates to Florida Standards for School Leaders.

The individual professional development goal will focus primarily on the following state-approved areas.

- Reading
- Next Generation Standards, Common Core Standards, STEM, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family involvement
- School safety

Each goal should be written so that it is

- **Specific** in terms of target area for improvement and be written in the future tense;
- **Measurable** in terms of the desired improvement in student performance;
- **Attainable** in light of available resources and conditions;
- **Relevant** to continuous quality improvement of instruction and student performance;
- **Trackable** within the context of flexibility and shall specify a completion date.
- **Evaluate** goals regularly and adjust them as needed
- **Re-Do** goals after the evaluation process and iteratively go through the SMARTER process.

The teacher and administrator may discuss and identify the documentation that will be used to evaluate the specified goal. Documentation methods may include, but are not limited to:

- Lesson plans
- Student work
- Grade book
- Documented reports to other teachers
- Training and lesson study agendas and minutes
- Anecdotal or inservice records
- Rubrics of student behavior
- Student assessment
- Classroom observations
- Survey data
- Action Research
- Program Evaluations

Learning

Training must align to the components in the Master Inservice Plan. Inservice activities for instructional personnel shall focus on:

- Analysis of student achievement data;
- Ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and challenging curricula for all students;
- Integrated use of classroom technology that enhances teaching and learning;
- Classroom management;
- Parent involvement; and
- School safety.

Professional development may be delivered in the following ways:

- Site-based and district-wide training opportunities
- Online professional development
- Modeling and coaching/follow-up
- Video streaming clips
- Face-to-face training
- Professional reading
- Collaborative Job-Embedded trainings
- Applicable state and national conferences
- Vendor supplied training
- District video training components
- University and state consortiums

- Classroom observations/mentoring
- Professional Learning Communities
- Lesson study
- Action research projects
- Classroom observations
- Online forums and discussion groups
- Book studies
- Mentoring/Coaching

District and School-Based Facilitators are trained to integrate general teaching strategies, Florida Standards, and Marzano's research-based strategies into all workshops. ESOL and ESE strategies will be embedded into workshops whenever applicable.

The school-based administrators should work with the school's leadership team, Inservice Representative, and district coordinators to plan and implement school-based inservice activities that are required to meet individual and school-wide goals. Professional development, participated in for the My Learning Plan goals, should be incurred between May 1 of the previous school year and April 30 of the current school year. This provides for previous summer training to be implemented in the given year. Sustained trainings should be finalized before the May 1 deadline to ensure they are included on the current My Learning Plan.

Implementing

Sustained training has been identified as training that occurs over multiple sessions targeting a specific area or program, whereby the employee is expected to apply the knowledge and skills learned in the training to impact student achievement. Implementation and follow-up should provide the support needed to ensure appropriate application of the knowledge and skills in the classroom and shall include, but is not limited to the following items:

- **Structured Coaching/Mentoring** by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (mentoring/feedback on the learning-may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- **Independent Learning/Action Research** related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)
- **Collaborative Planning**- Monitoring and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- **Participant Product related to training or learning process** (May include lesson plans, written reflection on lessons learned, audio-video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- **Lesson Study group participation** (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- **Electronic-interactive**- with on-going monitoring and feedback via online or face-to-face facilitation on targeted
- **Electronic-non-interactive**- with learning monitored through online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- **Evaluation of Practice Indicators**- The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning

An implementation project/follow up activity will be completed by each participant at the end of a sustained training opportunity. Learning opportunities that impact student performance also require an implementation/follow-up activity. This documentation may include, but is not limited to the following items:

- Professional Development Follow-up/Evaluation (online survey in MyPD)
- Projects/ lesson plans

- Classroom observations
- Learning community minutes
- Lesson study documentation
- Action research documentation
- Coaching/mentoring
- Interviews
- Web/electronic resources
- Classroom observation
- Online forums and discussion groups

Mentor Teachers

The district recognizes the importance of coaching and mentoring for teachers in training, newly hired or teachers changing positions, as well as teachers who might be struggling in their subject area. To ensure that the teachers placed in supervisory coaching and mentoring positions are qualified in that role, the following items should be validated by their immediate supervisor prior to placement.

1. Mentor has taught five or more years in Santa Rosa District.
2. Mentor has received highly effective or effective ratings (exceeds/meets expectations) for the past three years on their annual evaluation.
3. Mentor has a good attendance record.
4. Mentor has been recommended by their principal/supervisor to serve as a supervisor/mentor.

Institution/Program Providers for Supervising/Student Teacher Programs

The district works collaboratively with the institutions and program providers regularly to ensure that all needs are being met. The schedule below provides a timeline for that collaboration. Continuous email correspondence occurs in-between the meeting times and as called for.

- | | |
|------------------------------|---|
| • Beginning of each Semester | District Staff/Provider Meeting—discussion of program successes and needs |
| • Beginning of each Semester | District receives names of students for placement along with special requests |
| • Beginning of each Semester | District reports placements to provider |
| • Beginning of each Semester | Provider Presents to incoming student teachers and supervising teachers |
| • Beginning of each Semester | District staff holds orientation with student teachers |
| • Sept.-Jan or Jan-May | Professors communicate with district staff regarding placement progress |

Evaluating

Evaluating is a continuous and ongoing process throughout the professional development plan. This process allows for ineffective programs and strategies to be eliminated and research-based effective programs to be expanded. The Evaluating process will consider the impact of programs and strategies on instructional performance as it relates to student achievement and behavior. Funding sources include current grant opportunities, district media and technology budgets as well as Title II. Every attempt is made to provide funding or district resources to fully address identified needs that are based on current research strategies. In many instances, district budgets are pooled to enable effective and efficient professional development delivery for all stake holders.

Any sustained training, or training that impacts student performance will be assigned a comprehensive Professional Development Follow-up Evaluation (online survey in MyPD) that specifically addresses training implementation, relevance of the training, learning strategies employed, and student performance impact. The FLDOE has identified sustained training as training that is approximately 10-15 hours of continuous specific area focus. Facilitators use the evaluation forms to evaluate the training, content, implementation, and as a feedback instrument that indicates which participants may need additional support, follow-up, and assistance subsequent to the training. It is recommended that implementation and evaluation forms be completed as quickly as possible to ensure that accurate reporting occurs.

Reports providing continuous evaluation of professional development and follow-up, as well as customer satisfaction, may be obtained throughout the year from the district's MyPD system. Even though My Learning Plan goals are no longer marked ongoing from year to year in MyPD, the unmet teacher needs may be addressed on the current year plan. Archived plans are available for reviewing from year to year to allow a continuous process for unmet needs. If a My Learning Plan goal is not met, specific rationale should be indicated in the outcome statement of the plan and readdressed in the next year's goal statement. This does not necessitate an unsatisfactory evaluation for the employee. However, it should indicate a focus area of need for planning.

Evaluation methods will include, but not be limited to:

- District developed/standardized student test results
- Results of school constructed student tests
- Portfolios of student work
- Checklists of student performance
- Charts and graphs of student progress
- Analysis of student performance data (outcome statements)
- Portfolios maintained by the training participants
- Documented observation
- Rubrics developed for special area curriculum
- Curriculum alignment data
- Action research
- Lesson study
- Classroom observations
- District Annual Program Evaluations
- Survey Data
- Other

Evaluation Practices of the Professional Development System

A minimum of 10% of district and school-based programs will be evaluated on an annual basis by district professional development personnel. An emphasis will be placed on the evaluation of new programs to determine their impact on teacher deliberate practice, and student performance, for program continuance. The district will maintain a notebook that will include annual district program evaluations. Schools will maintain the evaluations produced at the school level.

The electronic records found in theMyPD system will allow district and school leaders to generate reports on the fidelity of the professional learning offered throughout the district. This data will help the district and school to determine the need to continue, modify or stop the professional learning opportunities based on the evidence of effectiveness. New training opportunities will be offered to meet teacher needs as we adjust and reorganize our school and district practices.

Professional development plans, electronic reports from MyPD and year end meetings with school administrators and staff allow the district to monitor the fidelity of implementation and the spread of changes in practice at the classroom, school and district level. The results of these monitoring is shared with school and district leaders. The primary source of the evaluation data comes from the participants in the professional learning. We receive collaborative feedback from Lesson Study and Professional Learning Community participants. Survey data on trainings throughMyPD provides data on relevance of the training, implementation of the skills learned impact on student performance as a result of changes made in teacher practices after the training.

Once test data becomes available, the district staff will analyze the test scores relevant to their area for each specific school site as well as the overall district. Planning for professional development activities to meet the identified needs will begin immediately upon receipt of test scores at the district level. Directors and district subject area coordinators will further use the school Needs Assessment Forms to verify specific site-based training needs as a direct result of the PDP process. Schools may work together to offer similar training, thus providing for better use of available training opportunities. District administrators will identify the funding source when applicable for the activity or request funding from the district professional development funds.

The district Professional Development Director and Professional Development Specialist work with the schools and district departments to annually evaluate all district programs. Periodically consultants from regional or state universities provide written program evaluations that may include formal systematic consultation. However, this is not something that is economically feasible for all programs annually.

The Role of the Master Inservice Plan

Santa Rosa District Schools' Master Inservice Plan was developed and maintained for all district employees based on state adopted standards for high quality professional development as required under Section 1012.98, F.S and SBE Rule 6A-5.071, F.A.C.

The Master Inservice Plan is the primary supporting document for the professional development system and provides professional educators, school support personnel and administrators opportunities to participate in effective professional learning on district and school initiatives and teacher needs for improvement of student performance or certification. All trainings offered by the district are aligned with a component in the Master Inservice Plan. The components are updated regularly to ensure the content, objectives and credit hours meet the needs of our ever changing professional development needs for the educator workforce. The Master Inservice Plan and Professional Development System are updated annually with input from the Professional Development Advisory Council, which is made up of teachers, school and district leaders, university staff and community members. The Professional Development Advisory Council meets quarterly or as needed to review and make recommended guidelines.

The MIP is redeveloped and amended as needed to include components that:

- Improve alignment with the purposes of the professional development system.
- Recognize actual improvements in effectiveness resulting from professional learning.
- Support workforce learning needs regarding state and district priorities for student progress toward "college and career ready".

In support of this, resources are allocated for MIP components based on the priority to align state and district initiatives related to student achievement and high-effect size practices included in the evaluation systems which are identified by participants' deliberate practice of targeted learning.

School Support Personnel

It is the belief of the Santa Rosa District Schools that support personnel are essential to the educational process of our students. Therefore, we plan for and provide appropriate training for support personnel as budgetary decisions are made. Though these personnel do not have professional development plans, they may receive training in any of the following state approved primary focus areas. Educational Support Personnel are included in MyPD and all training attendance is documented. Educational Support Personnel have access to the professional development calendar and are encouraged to attend relevant training sessions.

- Reading
- State Standards, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family involvement
- School safety

Administrative Training

All district administrators complete an Administrator's professional development Plan (Appendix B) prior to the end of the first nine weeks grading period. Leadership training will focus on the Standards for School Leaders. Training will be provided online using the William C. Golden Website (WCG), Educational Impact, and other online and face to face training. Research-based training will be provided on a sustained basis by in district and out of district consultants throughout the year as administrators continue to refine implementation of the Instructional Evaluation System. Training will also be provided by consultants for administrators relative to research as it applies to the new Administrative Evaluation System. The ELA and In-Basket activity will be utilized to provide feedback and assess training needs for potential and those candidates applying to enter a principal or assistant principal pool.

Budget

Professional Development funding will be requested as a part of the Title II application process. Schools will be encouraged to supplement the staff development funds at the school level using alternative funding methods. Funding for district staff development will be based on priority needs. It is important to note that professional development activities are funded through a variety of sources other than the designated Professional Development Funds. In many instances, departments combine budgets to provide effective and efficient professional development for teachers and staff. These funds may include, but are not limited to:

- School Improvement Funds
- School Budgets
- A+ Dollars
- Title I Funds
- Title II Funds
- Title VI Funds
- Eisenhower Funds
- Grant Funds
- Other

Professional Development Appendix

Appendix	Form	Form Number
A	Instructional Professional Development Plan	63-11-52
B	Administrative Professional Development Plan	63-11-51
C	Professional Development Voucher	62-11-30
D	Educational Travel Inservice Request Form	63-11-59



63-11-52
2016

Santa Rosa District Schools School Year _____
MyLearning Plan for Teachers
Professional Growth and Student Achievement

FL Statute 1012.98 requires that all teachers write a professional development goal annually that reflects the needs of currently assigned students as indicated by state assessment data **when available**. The PDP counts as 20% of each teacher's total evaluation.

Self-Assessment (found in PEARS) Goal Statements Complete prior to the end of the first nine week grading period

Student Achievement Goal: What is your expectation of student achievement as a result of your intended professional development? (Identify specific student achievement information/data that indicates the need for improvement.)

Teacher Performance Goal: What practice(s) do you plan to develop/enhance in order to meet your stated student achievement and/or individual professional growth goal?

Identification of Professional Development Needs Complete prior to the end of the first nine weeks grading period.
Think about the goals you have set for your professional development and mark **only** the areas of training that you would benefit from this year. (radio button choices)

Math, Science, ELA, ESOL, World Languages, SS, Tech, ESE, FEAPS, OTHER will be the categories

Conference with School Administrator

Reflection on Professional Development (Professional Development window for each year is May 1 of prior year to April 30 of current year.)

- What training have you taken that addresses your student achievement goal? How do you plan to implement the new knowledge you gained from the training into your teaching?
- What training have you taken that addresses your teacher performance goal? How has this training changed your professional practices?
- Is the professional development available meeting my needs to attain my goals? (Yes/No) What do you still need?

Outcome Statement: (Briefly describe the degree to which your professional learning contributed to student performance gains and impact on professional practice. To be completed prior to June 1.)

Plan Completion Rating

Scale

Check Rating

(Assessed by administrator.)		
Highly Effective (goal is data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hrs of projected professional development related to the student data needs indicated, with appropriate artifacts of professional development and deliberate practice related to the outcome statement)	4.0	
Effective (goal is data driven and aligns with current student data needs, completed 12 - 14 hrs of projected professional development related to the student data needs indicated, with appropriate artifacts of professional development and deliberate practice related to the outcome statement)	3.0	
Needs Improvement (did not meet all expectations/completed 7 - 11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)	2.0	
Unsatisfactory (did not meet expectations/projected professional development, 1 - 6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement)	1.0	

Teachers employed after the first semester will be required to complete ½ of the HE/E professional development required hours, or the number approved by the site administrator.



Appendix A



63-11-51
2016

Santa Rosa District Schools School Year _____
MyLearning Plan for Administrators
Professional Growth and Student Achievement

The Department of Education Professional Development Protocol requires that all administrators write a professional development goal annually that reflects the needs of current year student assessment data. The PDP counts as 20% of each administrator's total evaluation.

Self Assessment (found in PEARS) Goal Statements Complete prior to the end of the first nine week grading period.

Student Achievement Goal: What is your expectation of student achievement as a result of your intended professional development? (Identify specific student achievement information/data that indicates the need for improvement.)

Administrator Performance Goal: What practice(s) do you plan to develop/enhance in order to meet your stated student achievement and/or individual professional growth goal?

Identification of Professional Development Needs Complete prior to the end of the first nine weeks grading period.
Think about the goals you have set for your professional development and mark **only** the areas of training that you would benefit from this year. (radio button choices)
Categories based on administrative needs and district initiatives.

Supervisor Conference/Sign-off (Approval of goal and discussion of self-assessment completed prior to the end of the first nine week grading period.)

Reflection on Professional Development (Professional Development window for each year is May 1 of prior year to April 30 of current year.)

- What training have you taken that addresses your student achievement goal? How do you plan to implement the new knowledge you gained from the training into your teaching?
- What training have you taken that addresses your teacher performance goal? How has this training changed your professional practices?

Is the professional development available meeting my needs to attain my goals? (Yes/No) What do you still need?

Outcome Statement: (Briefly describe the degree to which your professional learning contributed to student performance gains and impact on professional practice. To be completed prior to June 1.)

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Administrative Plan Completion Rating	Scale	Check Rating
Highly Effective (goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of 15 hrs of documented professional development directly related to leadership needs and applicable to the goal statement, with appropriate artifacts of deliberate practice documenting need and actions as they relate to the outcome statement and demonstrate evidence as to whether professional growth has occurred.)	4.0	
Effective (goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of 12 hrs of documented professional development mostly related to leadership needs and applicable to the goal statement with artifacts of deliberate practice documenting need and actions as they relate to the outcome statement.)	3.0	
Needs Improvement (Minimal professional development related to the identified need, and/or minimal or inappropriate artifacts of deliberate practice documenting need and actions as they relate to the outcome statement.)	2.0	
Unsatisfactory (Professional development and/or deliberate practice was not completed and inappropriate or limited artifacts were provided documenting need and actions as they relate to the outcome statement.)	1.0	

Section II Score

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Appendix B

Professional Development Voucher

SANTA ROSA DISTRICT SCHOOLS

Only the district Inservice Office can award points using a voucher. The Inservice Office should be consulted prior to attending the activity to verify that a component is in place.

Upon completion of an activity outside of the district, return this voucher to the Inservice Office.

Vouchers must be received within one calendar year following the completion of the activity.

Activities that may be reported using a voucher include:

1. Conferences and Conventions

Attach an agenda with times and dates highlighted to indicate sessions attended. Points will be calculated based on the number of seat time hours attended in training sessions. Registration, lunch and vendor times are excluded for Inservice.

2. Online Courses

A certificate of completion should be attached for any online courses not facilitated by the district. If a certificate was not awarded, specific details about the course content and any information about completion status and hours should be attached to this voucher.

3. Educational Travel

Attach the Educational Travel Inservice Request form, travel log and a copy of the lesson/unit used in the classroom. No more than 3 hours per day may be requested. A maximum of 30 hours may be requested in one certification window.

Name:	
Employee ID:	School:
Title of Activity:	
Location:	
Date(s):	# of Hours:

Administrator Signature

Date

Appendix C

Educational Travel Inservice Request

Educational travel may be approved for Inservice credit, up to a maximum of 30 points with a validity period. Travel is pre-approved by the educator's supervisor to ensure that the travel will directly relate to their current or upcoming job assignment and required course standards.

Teacher Name: _____ School/Department: _____
Destination: _____ Dates of Travel: _____

Teacher: Please provide a brief description of the intended travel and how it will improve your professional growth or student performance. Please include specific types of activities or materials which you expect to encounter or collect during your travels. Show a correlation between this new knowledge/experience and your upcoming lesson/unit.

The educational travel can be directly correlated to teacher's job assignment and required course standards.

Principal/Administrator Approval	Date
Director for Professional Development	Date