

Packaging Your Professional Development - Part 1

Resources



Packaging Your Professional Development- Part 1 (Webinar 2019)
Institute for the Professional Development of Adult Educators

RESOURCES

Packaging Your Professional Development - Part 1 Handbook

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Florida Professional Development System Evaluation Protocol

PLANNING STANDARDS

Educator	School	District
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.	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	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.
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.	2.1.2. Reviewing Professional Development Plans: The school administrator meets with individual educators to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, school, content areas, or the whole school.	
	2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty	
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.	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.	3.1.2. Generating a District-wide Professional Development System: Based on identified professional learning needs, the district generates a district-wide Professional Development System that is research- and/or evidence-based, specifies how the plan will be evaluated, and aligns with the Florida Protocol Standards, identified student and educator learning needs, educators' level of development, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, annual performance appraisal data, discipline data, school environment surveys, assessments of parental satisfaction, other performance indicators, and the district strategic plan.
		3.1.3. Research/Evidence Basis: The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.
		3.1.4. Content Standards for Student Outcomes: The district's professional learning supports implementing state-adopted content standards for student outcomes.
		3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement
	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.	3.1.6. Leadership Development: The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.
		3.1.7. Non-instructional Staff: The district plans, delivers, supports, and evaluates professional learning for non-instructional staff to enhance job performance according to the Florida Protocol Standards.
		3.1.8. Professional Learning Facilitators: The district's system of professional learning includes dissemination of the Florida Protocol System to all staff who plan and facilitate professional learning.

LEARNING STANDARDS

Educator	School	District
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.	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	3.2.1. Learning Communities: The district supports and encourages professional learning in collaborative teams of educators.
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.	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.	3.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.
1.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback	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.	3.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.
1.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.	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.	3.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.
1.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.	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.	3.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.
1.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.	2.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.	3.2.6. Time Resources: Sufficient time within the work day is available and used for professional development
1.2.7. Coordinated Records: Educators have easy access to up-to-date records of their professional development.	2.2.7. Coordinated Records. School administrators regularly generate and review reports on faculty participation in professional learning.	3.2.7. Coordinated Records: The district maintains up-to-date, easily accessible records on all professional learning that provide data for certification and inservice points for all staff.
		3.2.8. District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
		3.2.9. Learning Organization: The district fosters and develops the maximum potential of all employees through professional learning.

Implementing Standards

Educator	School	District
1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.	2.3.1. Implementation of Learning: The school provides follow-up support to facilitate implementation of professional learning in the workplace.	3.3.1. Implementation of Learning: The district provides a follow-up support system to facilitate implementation of professional learning in the workplace.
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.	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.	3.3.2. 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.
1.3.3. Web-based Resources and Assistance: The district provides educators with web-based resources and assistance to support implementation of professional learning.	2.3.3. 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.	3.3.3. 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.

Evaluating Standards

Educator	School	District
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.	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.	3.4.1. 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.
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.	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.	3.4.2. 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.
1.4.3. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.	2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.	3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.
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.	2.4.4. 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.	3.4.4. Evaluation Measures: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.
1.4.5. Use of Results: The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.	2.4.5. 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.	3.4.5. Use of Results: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

		3.4.6. Fiscal Resources: The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals.
		3.4.7. Student Gains: The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education's district accountability system.

Pinellas County Professional Development Template

Course Details

Office/School:

Course # :

PCSB Course

Component:

Course Creator's Name:

Course Creator's Email:

Course Title:

Targeted Audience: Adult Ed, GED, ABE, ESOL

Course Description/General

Objective(s):

Key Words/Acronyms: Adult Ed, GED, ABE, ESOL

Course Provider:

Credit Hours:

Pre-requisite/Notes: This course is for Adult Education Instructors

Primary Purpose: FL Educators Certificate Renewal

Specific Learner Outcomes:

Participants will develop a solid understanding of curriculum resources to create classroom learning opportunitie(s)

Links to Priority Initiatives:

Academic content standards for student acheivement

Assessment and tracking student progress

Collegial learning practices

Continuous improvement practices

Digital learning/technology infusion

Instructional design and lesson planning

Basis:

Researched based

Florida Professional Learning Standards:

1.2.3, 2.2.3, 1.2.5, 2.2.5, 3.2.5, 1.4.3

Impact Areas:

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted.

Learning Method: (sample) *A knowledge acquisition workshop*

WHAT will occur during this professional development component delivery:

Participants will engage in a training to gain knowledge in new/updated classroom resources. This training will deepen their knowledge and increase their classroom offerings to Adult Education students.

HOW will the experiences be provided to participants during this delivery:

The experience will be provided via face to face instruction.

KEY ISSUES to be included in participant agreements(should support the specific learner outcomes indentified above):

Commitment to participate and follow explicit instructions. Participants must be able to receive feedback on their progress throughout the training event.

Evaluation Method, Staff:

Changes in instructional or learning environment practice implemented in the classroom or directly with students.

Evaluation Method, Student:

Observation of student performance.

What methods will be used to evaluate the impact of the component on the targeted impact areas and targeted learner outcomes? Who will use the evaluation impact data gathered?

Participants will use new reports/tracking methods that will show students' progress through the program's curriculum. The participants ability to develop reports will also be an evaluation metric for the user. District level curriculum coordinator and software coordinator/school administrator will use the evaluation impact data to support participants.

Implementation/Monitoring Procedures:

Structured coaching/mentoring

Impact Evaluation Procedure:

Participants will use their school based reporting prcedures to evaluate student success.

Procedures for Use of the Component's Evaluation Findings:

Additional to student progress reports, student and teacher usage reports will be examined to determine the quality of the implemntation of the PD. Student progress reports will be used to address the value of the PD and the software. This aspect of the PD will be utilized by school administrators and distrct level coordinators.

High Quality Component:

Yes

PD Participation Survey:

Yes- all participants

Pinellas County Professional Development Evaluation for Component Points

Question 1: I am a(n):

Please select the best answer

- Administrative employee
- Instructional employee
- Support Services employee

Question 2: I am:

Please select the best answer

- School based
- District based
- Other

Question 3: My primary work location is

Please select the best answer

- District Office
- Elementary
- Middle
- High
- Adult
- ESE Center

Question 4: My years of experience with Pinellas County Schools:

Please select the best answer

- < 1
- 1 - 3
- 4 - 10
- 11 +

Question 5: Rate your overall satisfaction with this training:

Please select the best answer

- Very satisfied
- Somewhat satisfied
- Somewhat unsatisfied
- Very unsatisfied

Question 6: My primary purpose for participating in this professional development:

Please select the best answer

- Required
- Recommended by my administration
- To support my deliberate practice plan
- To support my school/district improvement plan
- To support my goals for Certificate of Distinction
- For personal growth
- Certification/Recertification

Question 7: The objectives for this training:

Please select the best answer

- Were clearly defined
- Aligned to the session description
- Were referred to throughout the session
- Were achieved

Question 8: This training:

Please select the best answer

- Was applicable to my position
- Gave me opportunities to practice new knowledge
- Included opportunities for me to collaborate with others on training content
- Included opportunities for me to reflect on my learning
- Gave me resources for implementation
- Gave me the knowledge to implement my content immediately
- Provided me with opportunities to extend my learning
- Provided me with opportunities to clarify my learning

Question 9: The facilitator(s) of this training:

Please select the best answer

Were well prepared

Were well organized

Were knowledgeable about the topic

Provided opportunities to engage multiple learning styles

Were effective

Guiding Questions – How Are You Doing?

	Absolutely	Working On It	Not Currently
1. Am I using the Florida Professional Development System Evaluation Protocol Standards to develop professional training opportunities for my teachers?			
2. Does our PD plan incorporate the four essential elements from the FL system (planning, learning, implementing, and evaluating) and focus on academic standards that link to key adult education district and college system priorities?			
3. When creating professional development for adult education, do I include the areas of study and specific strategic practices that will be impacted, as well as the learner outcomes expected?			
4. Has a needs assessment or training interest survey been conducted to incentivize teacher participation in professional development opportunities?			
5. Does your district or college PD plan include flexible funding to offer training stipends or continuing education credits for learning opportunities?			
6. Does each training/workshop offered, contain an evaluation process and follow-up activities or peer collaboration opportunities to gauge the effectiveness on changes to teacher practices in the classroom?			
7. Do I have access to organizational and researched based resources to include to build capacity for adult education staff?			

Resources and Research

FLDOE Professional Development in Florida

Access to the Florida Professional Development Evaluation Protocols Standards, resources, and technical assistance as well as information for districts and teachers in planning a professional development system and establishing Master Inservice Plans (MIP).

<http://www.fldoe.org/teaching/professional-dev/>

Research on Professional Development and Teacher Change: Implications for Adult Basic Education

NCSALL (National Center for the Study of Adult Learning and Literacy) authored paper by Christine Smith and Marilyn Gillespie detailing the role of teachers in student achievement, and what works in adult basic education classrooms. Additional focus on what is known about what makes PD effective and how teachers change as a result of effective professional development.

http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf

OCTAE- Office of Career, Technical, and Adult Education

Professional Development from the U.S. Department of Education. Includes information and resources on research and evaluation, noteworthy practices and additional links

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aeprofdev.html>

The LINCS Professional Development Center

Resources for state adult education staff. LINCS (Library of Integrated Network-Based Cellular Signatures) repository of resources include a self-assessment tool to help guide state and district PD activities, recorded webinars, trainings and train the trainer opportunities as well as collaborative learning groups.

<https://lincs.ed.gov/state-resources/professional-development-center>

