

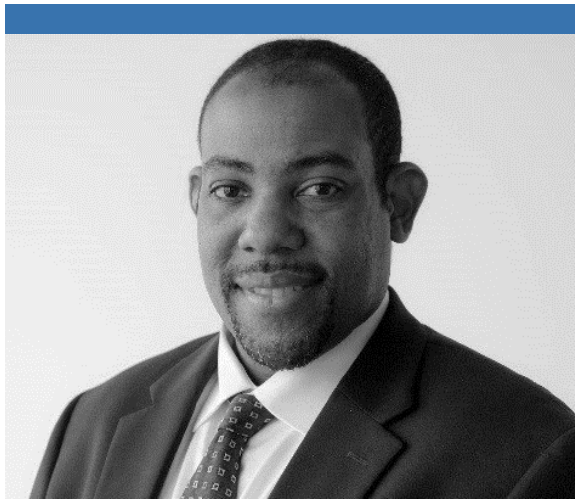


Shift Your Mindset

Re-Envisioning the Review of Professional Learning

May 16, 2019

Meet Your Facilitators



Dr. Paul O. Burns
Deputy Chancellor



Jenna Evans
Program Specialist

“Every Florida teacher and leader is prepared, developed, supported and supervised by educators who make teaching better.”



“Every day, in every school,
every student has a teacher
as good as the best teacher
any of us ever had.”



Objectives

By the end of our session, participants will

- Have a better understanding of
 - The professional development (PD) review process
 - How the PD review process relates to your work as instructional leaders
 - The importance of embedding this process as part of your continuous improvement cycle
- Build their capacity to be ready to engage in collaborative conversations with professional development directors to impact professional learning planning for the 2019-20 school year

Agenda

Part 1

Professional
Development
System Review:
The Previous
Protocol

Part 2

Professional
Development
System Review:
The New
Protocol

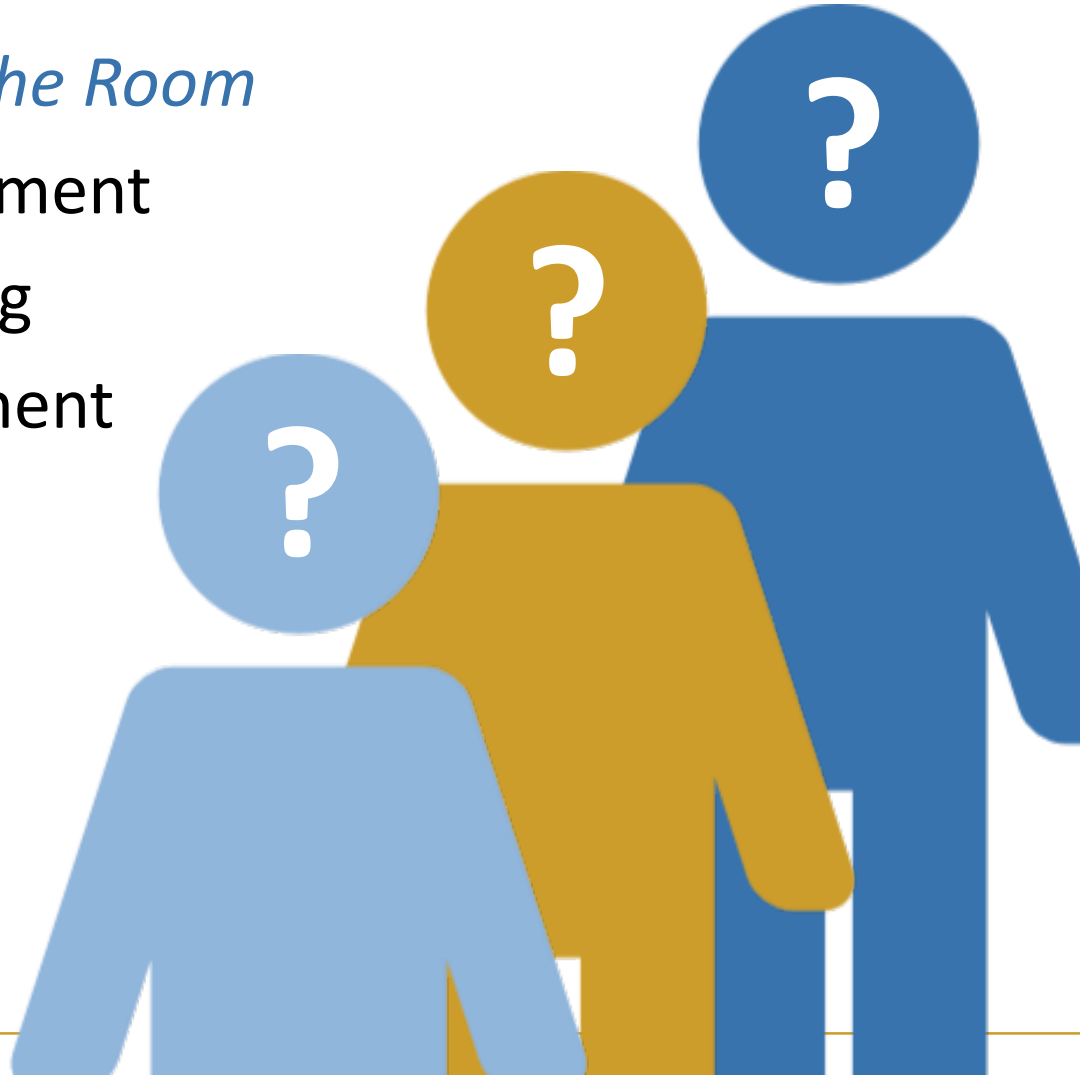
Part 3

Putting the
Review of
Professional
Learning into
Practice

Who's Who?

Areas Represented In the Room

- Professional Development
- Teaching and Learning
- Leadership Development
- School Improvement
- Others





PROFESSIONAL DEVELOPMENT SYSTEM REVIEW: THE PREVIOUS PROTOCOL



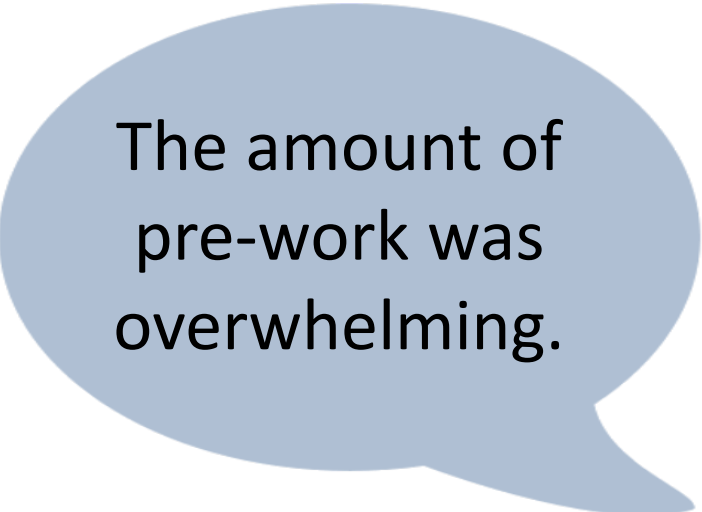
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Hand Up, Stand Up


- Raise your hand if you have knowledge of the previous PD protocol process.
 - Have you been a part of a review or participated as a district reviewer?
 - Have you heard stories from those who have participated?



Reflections From the Field



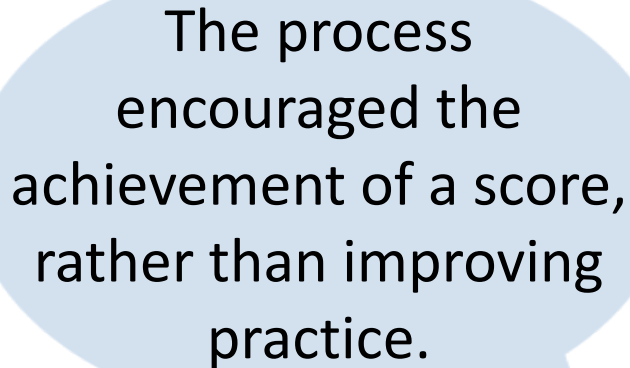
The amount of pre-work was overwhelming.



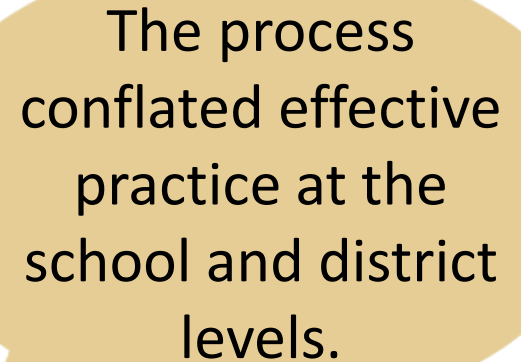
Onsite visits were 3-5 days.



Reflections From the Field



The process encouraged the achievement of a score, rather than improving practice.



The process conflated effective practice at the school and district levels.





PROFESSIONAL DEVELOPMENT SYSTEM REVIEW: THE NEW PROTOCOL



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PD Systems Review Protocol

Theory of Action



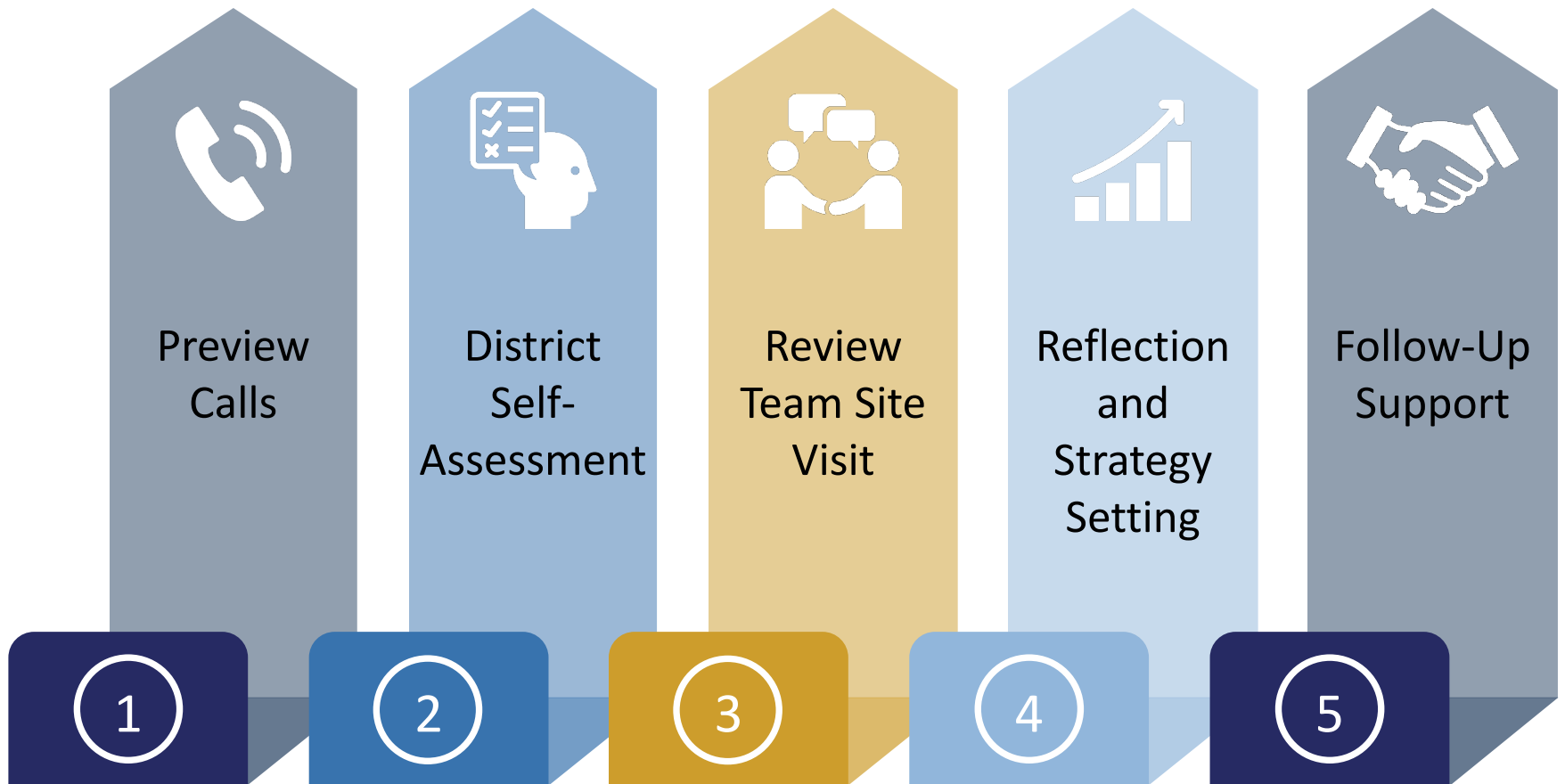
PD Systems Review Protocol

A Shift in Direction

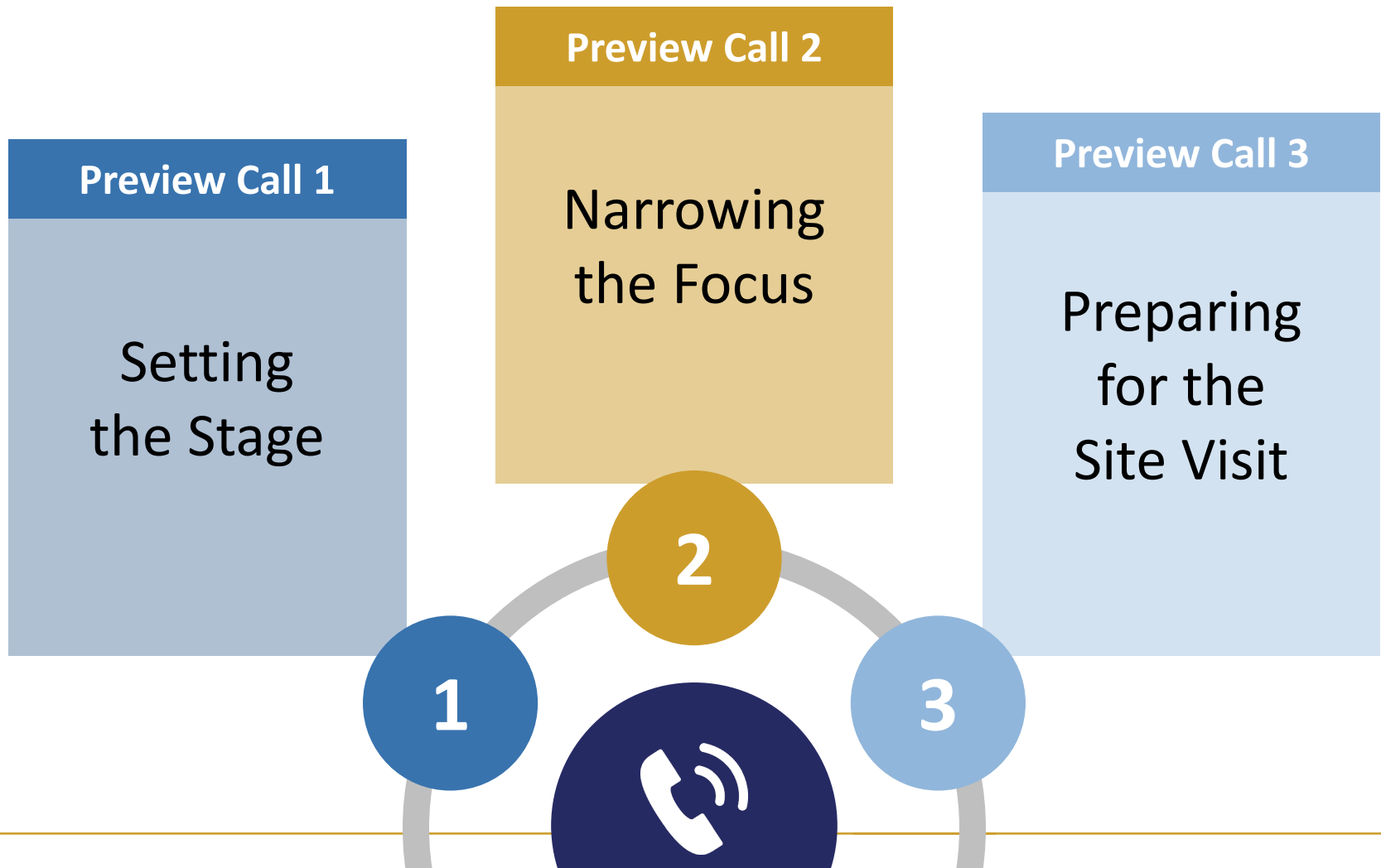
To support the shift from a summative evaluation to a developmental evaluation, the protocol will

- Center around an inquiry process
- Look for connections to student and teacher needs
- Position the department and district as partners

PD Review Process Overview



Protocol Preview Calls



District Self-Assessment

Part 1

Online surveys for district- and school-level stakeholders on professional learning in the district as a whole

Part 2

District-facilitated, small group discussion on the selected area of focus

Review Team Site Visit

Day 1

Day 2

Morning

Opening Session
with District Team

Morning

Shared Field
Experience

Afternoon

Shared Field
Experience

Afternoon

Closing Session
with District Team

Who Needs To Be At The Table?

- Using the graphic organizer, think about who would need to “be at the table” from your district and why in the provided scenarios.
- Then, share out with those at your table, noting the differences in district structures.

Who Needs To Be At The Table?
Based on your district or school context, who needs to be at the table in the following scenarios and why?

Scenario 1
After reviewing the latest student achievement data, the district realizes they are not on track to meet the mathematics goal in the district's five-year strategic plan. This school year, the district increased the number of district math coaches available to provide support to school-based professional learning communities. However, the district is not seeing the gains that they expected.

Who	Why

Scenario 2
Last school year, the district selected a few high-leverage practices in special work of the Council for Exceptional Children on which learning opportunities around the selected...



PROFESSIONAL LEARNING STANDARDS



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How Well Do You Know The Standards?

I have no experience with the new PD standards.

I have just started to dig into the new PD standards.

The new PD standards are embedded in our PD work.



I have seen the new standards but have not dug into them yet.

We are beginning to align our PD to the new standards.

Where Do The Standards Come From?

- Section 1012.98, F.S., compels various entities to work together to create a coordinated system of professional development that is aligned to professional learning standards.



Department of Education



State Education Foundations



Public Postsecondary
Educational Institutions



Consortia



Public School Districts
and Schools



Other Professional
Organizations

The “What” and “Why” of Standards

What are professional standards?

Professional standards . . .

- Define core expectations for effective practice
- Are evidence-based
- Represent the knowledge, skills, and practices required for successful performance

The “What” and “Why” of Standards

Why are professional standards needed?

Professional standards are needed to . . .

- Ensure equity and excellence in professional learning
- Guide the development and implementation of professional learning
- Establish measures to determine how well professional learning changes educator practices and dispositions to increase student outcomes

Standards Development

Format and Structure

Domains

Broad categories of knowledge and skill

Standards

Distinct, generalized statements that outline a particular professional competency or expectation

Indicators

Discrete examples of practice or behaviors that indicate proficiency in the standard; provide context and clarification of intent

Professional Learning Standards

Domains

0	Foundation
1	Needs Assessment and Planning
2	Learning
3	Implementing
4	Evaluating

Domains of Florida's Professional Learning Standards



Professional Learning Standards

Domain 0: Foundation

Standard 0.1: Leadership

Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.

Professional Learning Standards

Domain 1: Needs Assessment and Planning

Standard 1.1: Professional Learning Needs

Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.

Standard 1.2: Professional Learning Resources

Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

Professional Learning Standards

Domain 2: Learning

Standard 2.1: Learning Outcomes

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

Standard 2.2: Learning Designs

Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.

Professional Learning Standards

Domain 3: Implementing

Standard 3.1: Implementation of Learning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.

Professional Learning Standards

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning

Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.



PUTTING THE REVIEW OF PROFESSIONAL LEARNING INTO PRACTICE



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Professional Learning Standards

Domain 2: Learning

Standard 2.1: Learning Outcomes

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

Indicators

Examples of this standard in practice include

- Using identified student learning needs to make decisions about professional learning content and outcomes
- Defining clear expectations and learning outcomes that specify what educators need to know and do in relation to educator performance standards
- Creating coherence by ensuring outcomes build on previous professional learning or knowledge



Professional Learning Standards

Gap Analysis Activity

Florida's Professional Learning Standards
Gap Analysis Template

District: _____

Learning Activity To Be Analyzed: _____

Domain 2: Learning
Standard 2.1: Learning Outcomes – Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

Indicator <small>(i.e., examples of the standard in practice)</small>	Questions To Consider	Current State	Potential Actions To Take
Using identified student learning needs to make decisions about professional learning content and outcomes	Do student learning needs serve as the core content for educator professional learning to deepen educators' content knowledge, pedagogical content knowledge, and understanding of how students learn the specific discipline? Did the district use various sources and types of student outcomes data to determine educator learning needs? Did the district use student outcomes data to inform the content of the activity? Does the activity integrate student curriculum and standards?		

Bureau of Educator Recruitment, Development, and Retention



Volunteer Opportunity

PD Review Protocol Pilot

- If your district is interested in participating in the protocol pilot, please reach out to Jenna Evans at Jenna.Evans@fldoe.org.

A black clothespin is clipped to the top edge of a white rectangular card. The card is suspended by a thin, dark string that runs horizontally across the top of the frame. The background is a solid, muted blue color. The text on the card is written in a blue, cursive script.

Thank
you!