The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA
EDUCATION
Senator Diaz, Chair
Senator Montford, Vice Chair

MEETING DATE: Monday, October 14, 2019
TIME: 2:30—4:00 p.m.
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Diaz, Chair; Senator Montford, Vice Chair; Senators Baxley, Berman, Cruz, Perry, Simmons, and Stargel

<table>
<thead>
<tr>
<th>TAB</th>
<th>BILL NO. and INTRODUCER</th>
<th>BILL DESCRIPTION and SENATE COMMITTEE ACTIONS</th>
<th>COMMITTEE ACTION</th>
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<tr>
<td></td>
<td>Overview of Educator Professional Development</td>
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Other Related Meeting Documents
Educator Professional Development (PD)

Senate Education Committee
October 14, 2019

Dr. Paul O. Burns, Deputy Chancellor for Educator Quality
# Agenda

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# Educator Quality

<table>
<thead>
<tr>
<th>BERDR</th>
<th>BEC</th>
<th>PPS</th>
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<tbody>
<tr>
<td>Bureau of Educator Recruitment, Development and Retention</td>
<td>Bureau of Educator Certification</td>
<td>Office of Professional Practices Services</td>
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<tr>
<td>JRF!</td>
<td>BSIS</td>
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<tr>
<td>Just Read, Florida! Office</td>
<td>Bureau of Standards and Instructional Support</td>
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<tr>
<td></td>
<td>EPC</td>
<td>Education Practices Commission (Department Liaison)</td>
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Coordinated System of Professional Development
Coordinated System of PD

- 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
Purpose of the PD System

The purpose of the professional development system is to:

1. Increase student achievement

2. Enhance instructional strategies that promote rigor and relevance throughout the curriculum

3. Prepare students for college, career, and life
The standards that define the core expectations for effective professional learning practices.

The district’s vision and processes for planning, implementing and evaluating professional learning.

A list or catalog that outlines the specific courses or learning opportunities that districts are providing for all employees.
PD’s Link to Certification Renewal

120 Inservice Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Area of Professional Learning</th>
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<tbody>
<tr>
<td>60</td>
<td>In the area of the educator’s certification</td>
</tr>
<tr>
<td>20</td>
<td>In the area of teaching students with disabilities</td>
</tr>
<tr>
<td>40</td>
<td>In any area of professional learning</td>
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Statutes and Rules

• Section 1012.98, F.S., School Community Professional Development Act
  • Rule 6A-5.071, F.A.C., Professional Learning Catalog

• Section 1012.34, F.S., Personnel Evaluation Procedures and Criteria
  • Rule 6A-5.030, F.A.C., District Instructional Personnel and School Administrator Evaluation Systems
  • Rule 6A-5.080, F.A.C., Florida Principal Leadership Standards
  • Rule 6A-5.065, F.A.C., Florida Educator Accomplished Practices
Professional Learning Standards
PD Standards Revision Process

Drafting of standards by small group of stakeholders

Step 1

Review of standards and indicators by workgroups of internal stakeholders

Step 3

Revision of standards and drafting of indicators by committee of external stakeholders

Step 2

Statewide distribution of standards for input and feedback

Step 4
The “What” and “Why” of Standards

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

• Professional standards are important to
  • Ensure equity and excellence in professional learning
  • Establish measures to determine how well professional learning changes educator practices to increase student outcomes
Standards Development

Format and Structure

<table>
<thead>
<tr>
<th>Domains</th>
<th>Broad categories of knowledge and skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td>Distinct, generalized statements that outline a particular professional competency or expectation</td>
</tr>
<tr>
<td>Indicators</td>
<td>Discrete examples of practice or behaviors that indicate proficiency in the standard; provide context and clarification of intent</td>
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## Professional Learning Standards

### Domains

<table>
<thead>
<tr>
<th></th>
<th>Domain</th>
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<tbody>
<tr>
<td>0</td>
<td>Foundation</td>
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<tr>
<td>1</td>
<td>Needs Assessment and Planning</td>
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<tr>
<td>2</td>
<td>Learning</td>
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<tr>
<td>3</td>
<td>Implementing</td>
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<tr>
<td>4</td>
<td>Evaluating</td>
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</table>

Diagram showing the domains of Florida’s Professional Learning Standards.
## Professional Learning Standards

### Domains

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</table>

### Standards

<table>
<thead>
<tr>
<th>0.1</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Professional Learning Needs</td>
</tr>
<tr>
<td>1.2</td>
<td>Professional Learning Resources</td>
</tr>
<tr>
<td>2.1</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>2.2</td>
<td>Learning Designs</td>
</tr>
<tr>
<td>3.1</td>
<td>Implementation of Learning</td>
</tr>
<tr>
<td>4.1</td>
<td>Evaluation of Learning</td>
</tr>
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</table>
Professional Learning Systems
Required System Elements

Planning

• Develop the system in consultation with multiple stakeholder groups using an analysis of student and teacher data

Learning

• Provide professional learning activities in various formats (e.g., face-to-face, online, and blended learning) to support district- and school-level goals and standards
Required System Elements

Learning

• Provide specialized professional learning activities for
  • Instructional personnel participating in PDCP programs
  • Middle grades instructional personnel
  • School administrators
  • Reading coaches, instructional personnel, and school administrators on specific reading topics
  • Instructional personnel and school administrators evaluated as less than effective
Required System Elements

Implementing

• Provide follow-up supports to ensure transfer of professional learning to the classroom

Evaluating

• Continuously evaluate the quality and effectiveness of professional learning activities to inform future decision making
System Template Development Process

- **Drafting of template by workgroup of internal stakeholders**
- **Statewide distribution of template for optional use and feedback**
- **Review of template by workgroup of external stakeholders**

**Step 1**
Drafting of template by workgroup of internal stakeholders

**Step 2**
Statewide distribution of template for optional use and feedback

**Step 3**
Review of template by workgroup of external stakeholders
System Review and Approval

*Initial Approval*

Systems are submitted to the department for review and approval.

*Continued Approval*

Systems are submitted to the department for review and continued approval, only if substantial revisions are made to the system.
Frameworks for Effective Instruction and Leadership
Florida Educator Accomplished Practices (FEAPs)

• Serve as Florida’s core standards for effective educators, providing guidance on what educators are expected to know and be able to do

• Form the foundation for instructional personnel evaluation and professional development systems, educator preparation programs and educator certification requirements

• Outlined in Rule 6A-5.065, F.A.C. 
https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.065
Foundational Principles

The effective educator

• Creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement

• Demonstrates deep and comprehensive knowledge of the subject taught

• Exemplifies the standards of the profession
The Six Accomplished Practices

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct
Florida Principal Leadership Standards (FPLSs)

• Serve as Florida’s core expectations for effective school administrators, representing skill sets and knowledge bases needed in effective schools

• Form the foundation for school administrator evaluations and professional development systems, school leadership preparation programs and educator certification requirements

• Outlined in Rule 6A-5.080, F.A.C.
  https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.080
## Organization of the FPLSs

### Domains

<table>
<thead>
<tr>
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<th>Domains</th>
<th>Standards</th>
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<tr>
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<td>Student Achievement</td>
<td>Student Learning Results</td>
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<td>Student Learning as a Priority</td>
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<td>2</td>
<td>Instructional Leadership</td>
<td>Instructional Plan Implementation</td>
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<td>Faculty Development</td>
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<td>Learning Environment</td>
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<td>3</td>
<td>Organizational Leadership</td>
<td>Decision Making</td>
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<td>School Management</td>
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<td>Communication</td>
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<tr>
<td>4</td>
<td>Professional and Ethical Behavior</td>
<td>Professional and Ethical Behaviors</td>
</tr>
</tbody>
</table>

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Professional Development Review Protocol
PD Review Protocol

Theory of Action

If we . . .

Improve professional learning

Then we . . .

Improve educator practice

Which will . . .

Improve student outcomes
PD Review Process Overview

1. Protocol Preview Calls
2. District Self-Assessment and Survey
3. Review Team Site Visit
4. Improvement Planning
5. Follow-Up Support
Sources of PD Funding

Federal

Corporate Grants and Gifts

State

Nonprofit and Foundations
Computer Science Appropriation

• From the $10 million appropriated to fund the implementation of HB 495 (2018)
  • $9 million has been allocated to districts based on student population to enhance the capacity of schools to provide staff trained and certified as appropriate to meet the requirements of section 1007.2616, F.S.
  • $1 million has been allocated for the payment of bonuses to qualifying teachers
• Charter school teachers are eligible to receive a bonus and attend any PD made available by districts.
### Examples of FDOE Professional Learning Programs

**BERDR**
- Dr. Brian Dassler Leadership Academy
- Florida Future Educators of America
- Clinical Education Facilitator Academy
- High Impact
- Teacher Lead

**BSI**
- Instructional Leadership Team Academy and Institute
- School Improvement Grant Convening
- BSI Summer Academies

**JRF!**
- Summer Literacy Institute
- Webinars

**BSIS**
- STEMposium
- Professional Development on Standards
- CPALMS
Questions

Dr. Paul O. Burns
Deputy Chancellor for Educator Quality