



Master Plan  
Broward County Public Schools  
Professional Learning System  
2021

**Chief:** Saemone Hollingsworth, Office of Academics

**Director:** Michael Walker, Professional Development Standards & Support

**Contact:** Monica Bianchi

**Course Group Number:** 390000777

## 2020-2021 BCPS Professional Learning System Needs Assessment Report

The Broward County Public Schools Professional Learning System delineates the rules for professional learning (PL) for all stakeholders and for the Master In-service Plan. To accomplish this, the Department of Professional Development Standards and Support (PDSS) plans and conducts professional learning and training activities to address the needs of the District's Professional Learning Providers and Facilitators so that they, in turn, can better plan, implement and evaluate professional learning for all staff. This Needs Assessment Report is informed by multiple data sources: the results of the District's Professional Learning Survey; data reports generated by the professional learning management system; and feedback from participants in specific activities designed to develop the capacity of District PL providers and facilitators.

### Professional Learning Survey

Professional Development Standards & Support (PDSS) conducts evaluation activities that advance the District's efforts to measure and monitor the quality and fidelity of implementation, changes in teacher practice, and impacts on student outcomes that result from professional learning and training activities. This needs assessment is informed by multiple data sources: the results of the District's Professional Learning Survey, data reports generated from the professional learning management system Learning Across Broward (LAB), and feedback from participants in specific activities designed to develop the capacity of District PL providers and facilitators.

A critical element of the evaluation process is to listen to the voices of instructional, administration and non-instructional professionals who engage in courses throughout the year. Therefore, at the conclusion of each academic year, PDSS invites all employees to complete an anonymous survey regarding their PL and training experiences during the current academic year and to gauge their needs for the following year. This report summarizes results of the BCPS Professional Learning Survey representing the 2020-2021 school year.

On May 10, 2021, PDSS sent a BCPS Alert to all Broward Schools staff, with a brief rationale and a Survey Monkey link. PDSS sent several follow-up alerts in subsequent weeks and kept the survey open through June 11, 2021. The survey period four weeks long encompassing the end of the school year professional learning. The survey was anonymous and voluntary. It did not require login or identifying information, such as name or personnel number. Respondents had the option to identify their location but were not required to do so. Respondents were required, however, to indicate one of four broad personnel areas to differentiate survey questions.

The PL Survey received responses from 5,919 out of approximately 27,105 full-time staff, for an overall response rate of 21.8 % (margin of error  $\pm 1\%$ ). The number of responses increased 29% over 2020 and a 48% increase over 2019, when there were 4,565 and 3,982 responses respectively. In previous years respondents selected one of four personnel areas. This year respondents were asked to select one of five personnel areas. After identifying one of the five personnel areas, respondents went on to answer questions pertinent to staff in each area: Instructional Staff, Education Support Professional (Teacher's Aide or ESP), Non-Instructional Staff, School Administrators or District Administrators and Staff. In previous years Teachers' Aides and ESPs were categorized as non-instructional staff. This year these positions been identified as an individual group (Education Support Professional) and their questions are aligned with the instructional staff due to their job duties and learning needs. Respondents' roles are summarized in Table 1, below.

Table 1. Survey Respondents by Personnel Area, 2019 – 2021.

	Full-Time Personnel 2021	Respondents		
		2021	2020	2019
Instructional	14402	3574	3213	2,344
Education Support Professional		600		
Non-Instructional	11157	854	854	1,289
School administrators	673	123	228	102
District administrators	873	337	270	247
<b>Total</b>	<b>27,105</b>	<b>5919</b>	<b>4565</b>	<b>3,982</b>

To gauge representation by location time and to allow for disaggregation of responses by school level, the survey also prompted respondents the option to identify their work location (school or District department). However, to allow respondents to keep their work location anonymous, this question did not require an answer.

For schools, the response rate ranged from 19.7% for elementary schools to over 20.3% high schools. The response rate was lower for District offices, at 6.9%. About 3% of respondents chose not to indicate a location. Based on the work locations that were identified, response rates by location type are listed in Table 2 below.

Table 2. Responses and Response Rate by Location Type

Location Type	Full-Time Personnel 2020	Responses	
		Number	Percent
Elementary School	10,515	2,067	19.7%
Middle School	3,555	682	19.2%
High School	4,585	931	20.3%
Combination School	966	107	11.1%
Center School	936	228	24.4%
District Office	5,782	398	6.9%
Not Specified	—	152	
<b>Total</b>	<b>27,105</b>	<b>4,565</b>	<b>16.8%</b>

Subsequent questions were differentiated by personnel area. An analysis of responses from Instructional and Non-Instructional Staff follows.

#### Survey Responses from Instructional Staff

**Respondent Demographics.** To gauge representation of instructional staff by years of experience, instructional staff indicated the number of years they have taught in Broward. See Figure 1, below.

Figure 1. Instructional Staff Responses by Grade level Taught in 2020-2021

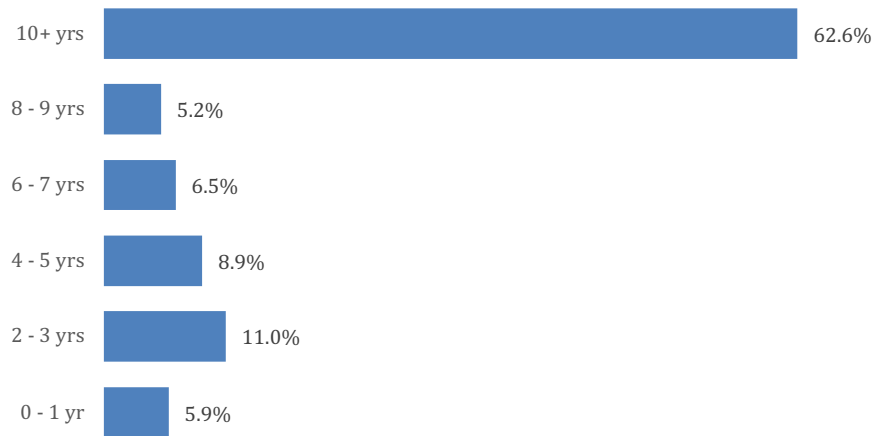
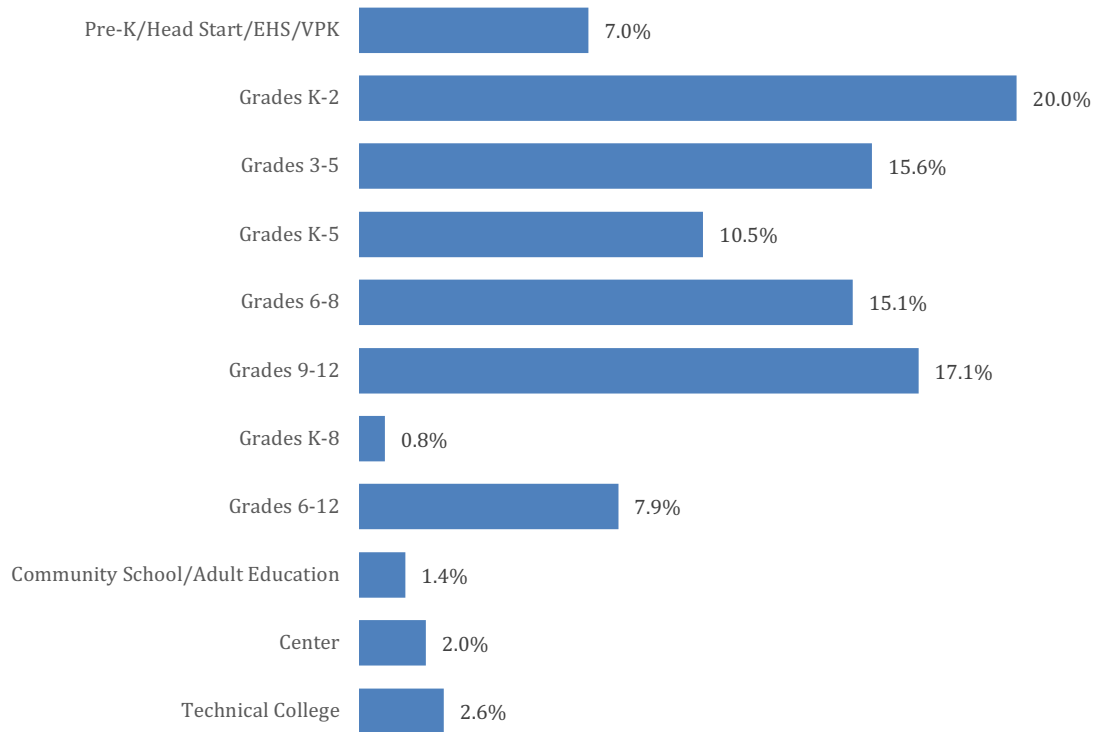


Figure 2 below provides detail on the grade level taught by instructional staff during school year 2020-2021.

Figure 2. Instructional Staff Responses by Years of Experience Teaching in Broward

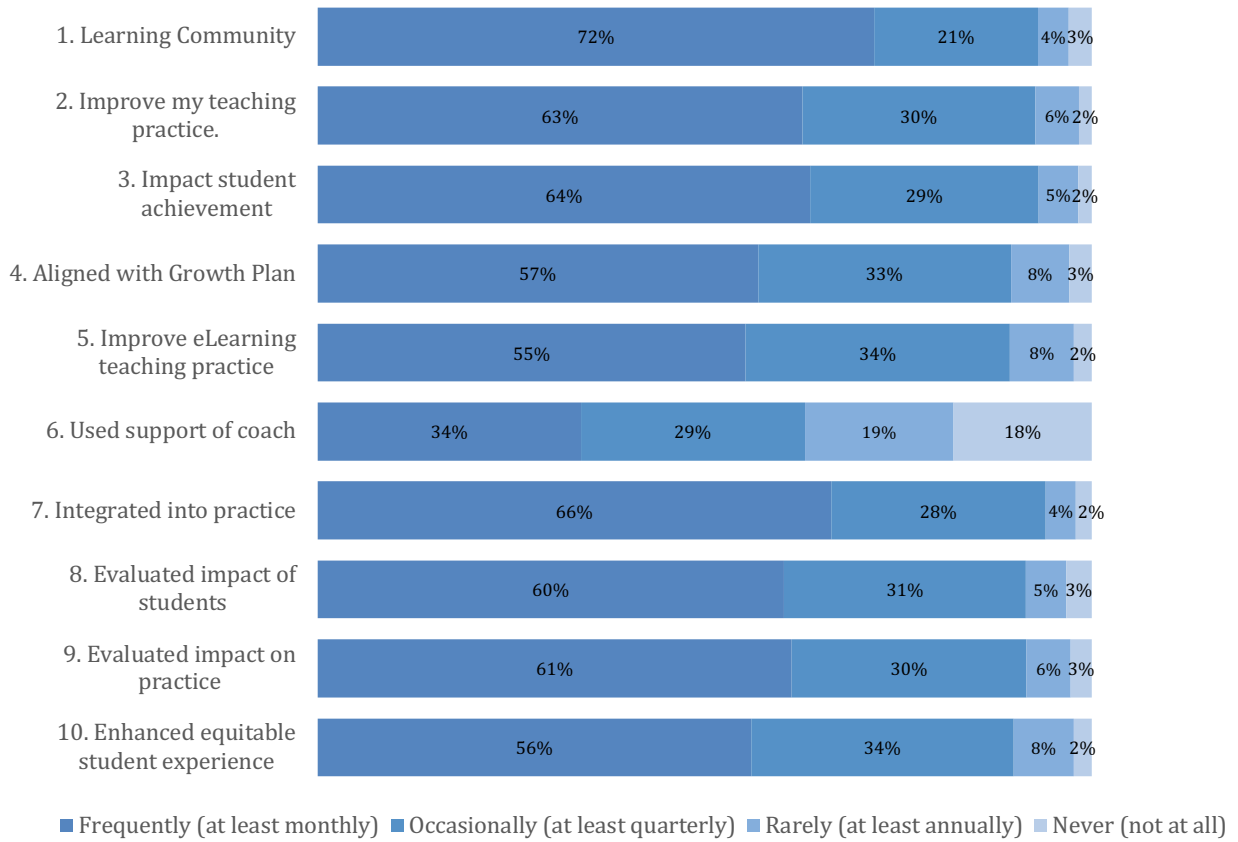


**Professional Learning Practices.** In alignment with the BCPS PL System, instructional staff indicated the frequency with which they engaged in each of the following promising professional learning practices:

1. Collaborate with other teachers in a learning community to align learning with implementation and analyze impact.
2. Participated in professional learning that will improve my teaching practice.
3. Participated in professional learning that will impact student achievement.
4. Participated in learning that is aligned with My Growth Plan.
5. Participated in professional learning to improve virtual (eLearning) teaching practice.
6. Used the support of a coach to help me master implementation.
7. Integrated new learning into my teaching practice.
8. Evaluated the impact of new learning on my teaching practice.
9. Evaluated the impact of new learning on desired student outcomes.
10. Participated in professional learning that will enhance skill set to provide an equitable educational experience for students.

For all practices listed above, except for number 6, at least 89 percent of teachers reported that they engaged in the practice monthly or quarterly. The percentage of teachers who reported using the support of a coach to model implementation monthly or quarterly remained 63% as in the previous year. See Figure 3.

Figure 3. Frequency of Engagement in Professional Learning Practices

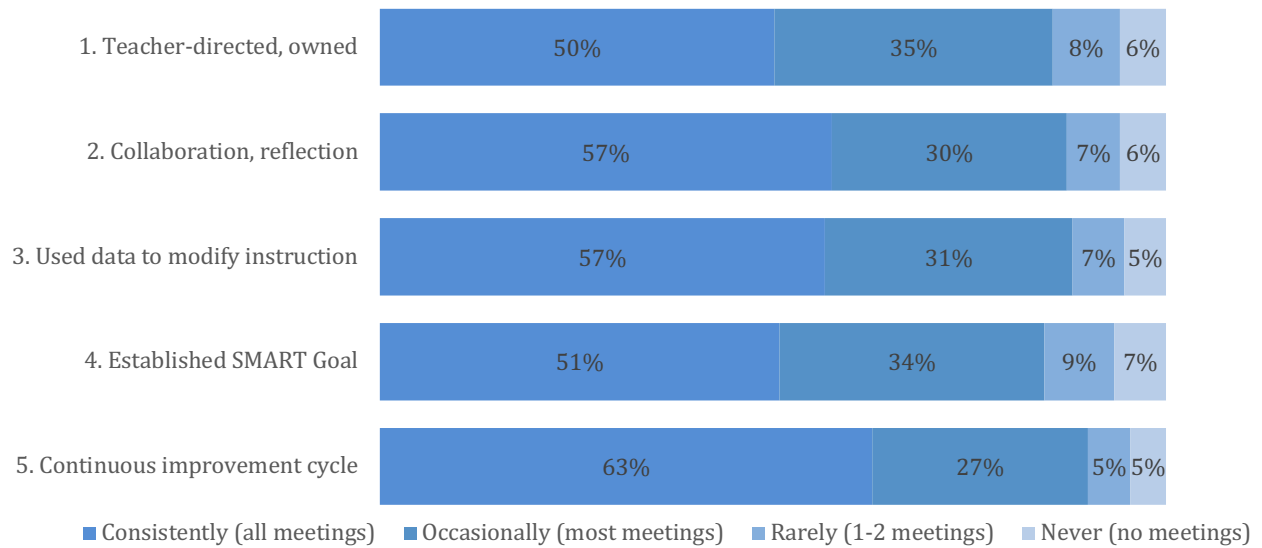


**PLC Practices.** In alignment with the Innovation Configuration for the Journey to Authentic Professional Learning Communities, instructional staff indicated the frequency with which they applied each of the following promising practices in a Professional Learning Community:

1. Focused on instructional methods that are teacher-directed and teacher-owned.
2. Supported a culture of collaboration and reflection to build capacity among all stakeholders.
3. Used data to modify instruction based on student needs.
4. Established and focused on a common SMART Goal for student learning.
5. Engaged in a cycle of continuous improvement to improve student outcomes.

Over 90% of teachers reported a cycle of continuous improvement at most or all meetings. Most teachers (86%–88%) reported teacher-directed and teacher-owned methods, a culture of collaboration and reflection, and the use of data to modify instruction at most or all meetings. A smaller percentage of teachers (84%) said that they established and focused on a common SMART Goal for student learning. See Figure 4, below.

Figure 4. Frequency of Application of Professional Learning Practices

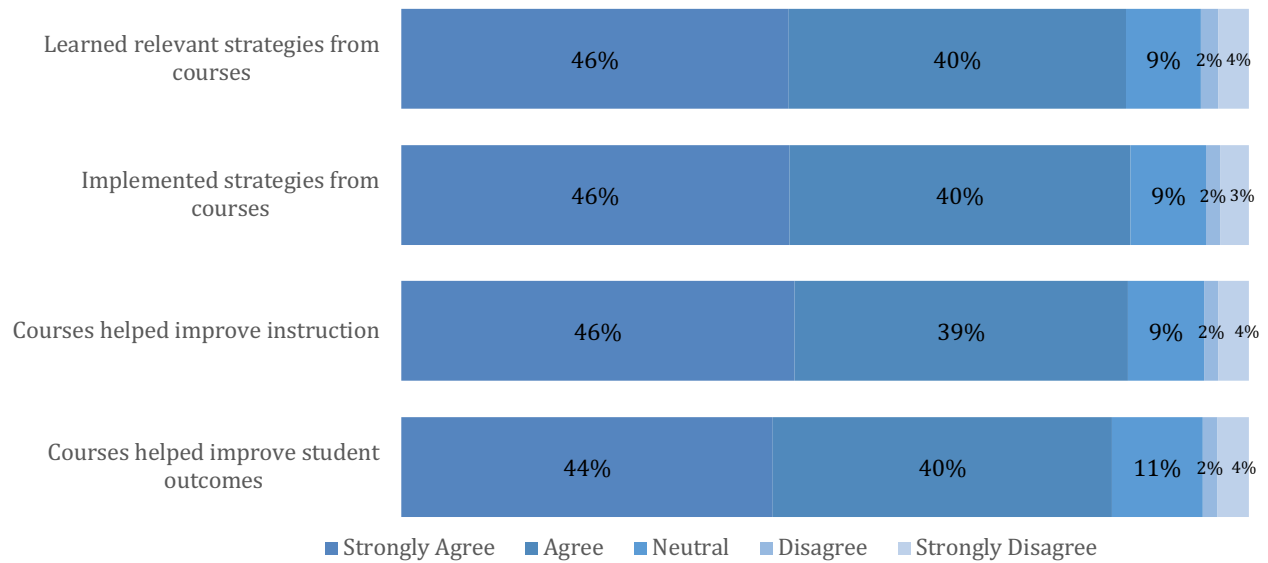


**Impacts of PL.** To gauge teachers' perceptions of the impacts of PL courses in which they participated, the survey prompted instructional staff to rate their level of agreement with the following statements regarding the learning, classroom implementation, instructional impacts and student outcomes of the courses. 86% of teacher either agreed or strongly agreed with the first 3 of the statements below:

1. I learned relevant instructional strategies from the courses in which I participated.
2. I implemented the instructional strategies learned during the courses.
3. The instructional strategies learned during my courses helped me improve my instruction.
4. The instructional strategies I implemented from my courses helped improve student outcomes.

86% of teacher either agreed or strongly agreed with the first 3 of the statements above and 84% of respondents, a 5% increase from 2020 (79%) and a 9% increase from 2019 (75%), either agreed or strongly agreed with each of the statements below: Results for all four statements are summarized in Figure 5, below.

Figure 5. Reported learning, implementation and impacts of professional learning courses (2020 – 2021).



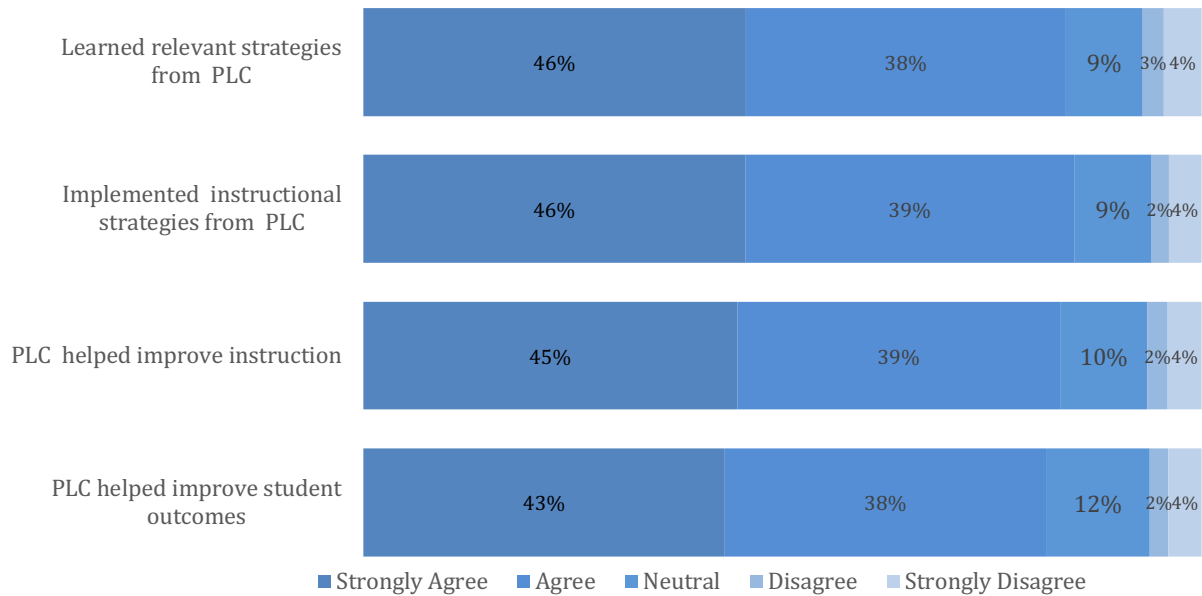
**Impacts of PLCs.** To determine teachers’ perceptions of the impacts of their professional learning communities (PLCs), the survey asked instructional staff to report their level of agreement with the following statements regarding the learning, implementation, impacts and outcomes of their PLC(s):

1. I learned relevant instructional strategies from the PLC(s) in which I participated.
2. I implemented the instructional strategies learned during my PLC(s).
3. The instructional strategies learned during my PLC(s) helped me improve my instruction.
4. The instructional strategies I implemented from my PLC(s) helped improve student outcomes.

84% of teachers either agreed or strongly agreed that they learned and implemented relevant strategies from their PLCs. At least 81% of teachers either agreed or strongly agreed with each statement compared to 77% last year. Results for all four items are displayed in Figure 4, below.



Figure 6. Reported learning, implementation and impacts of PLCs (2020–2021)



**PL Topics of Benefit to Teachers.** The survey prompted instructional staff to specify which PL area(s) would benefit them. Table 3 below displays the percentage of responses by professional learning content area. Professional learning in Literacy/Reading, English Language Arts, Mathematics, Social Emotional, Science and Mindfulness represent the highest percentages of benefit to teachers. To identify content areas of interest not included in the response selection, responders were asked to select other and enter their specific interest area. Of the 7.3% of responders that selected other, 38% indicated ESE, gifted or other special needs related area. Mental Health, Teaching Technology and digital learning, ESP Training and STEM.

Table 3. Professional learning areas from which instructional staff would benefit

PL Areas	Response Percent
Literacy/Reading	43.5%
English Language Arts	37.2%
Mathematics	35.5%
Social Emotional Learning	32.7%
Science	26.8%
Mindfulness	23.4%
Social Studies	21.9%
Equity and Diversity	18.3%
School Climate and Discipline	12.7%
ESOL/WIDA	12.7%
Career and Technical Education	9.4%
Computer Science	9.0%
Other	7.3%

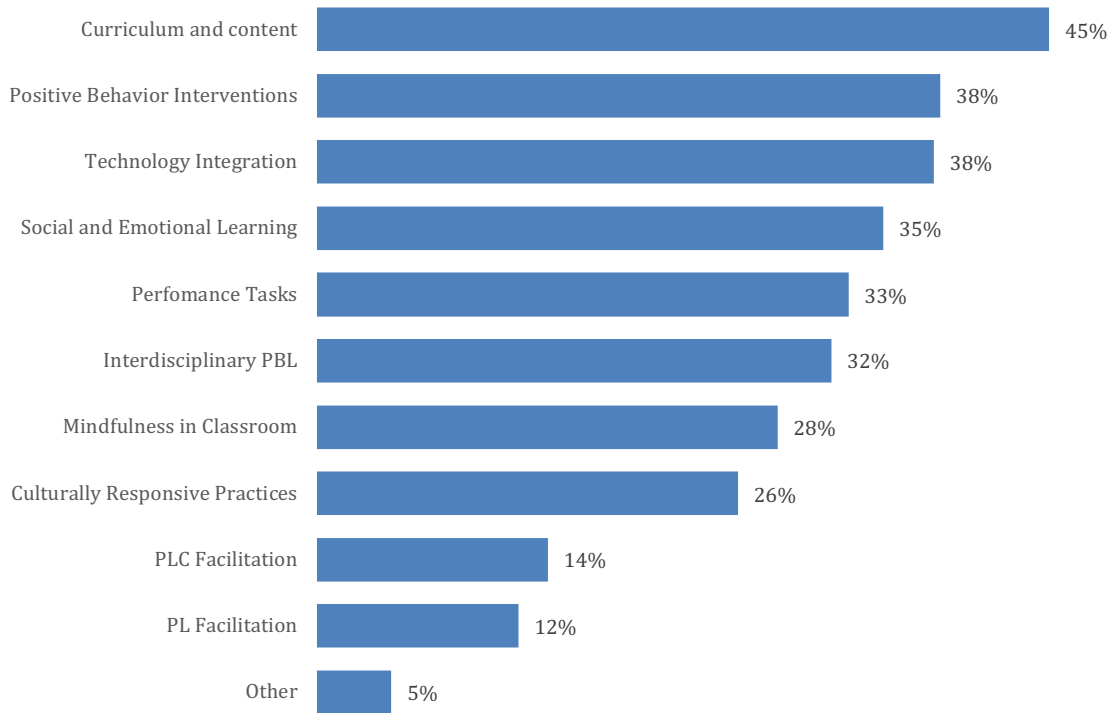
ESLS	7.1%
World Languages	5.9%
Dual Language	5.6%
Fine Arts	5.3%
School Counseling or BRACE Advisement	5.3%
Library/Media	3.5%
Physical Education	3.4%
Advanced Academics (AP/AICE/IB)	2.5%
J-ROTC	0.7%

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**Desired Strategies.** The survey prompted instructional staff to select one or more strategies for which they would like to develop more knowledge and skills. Possible answers and responses are listed in Figure 7, below.

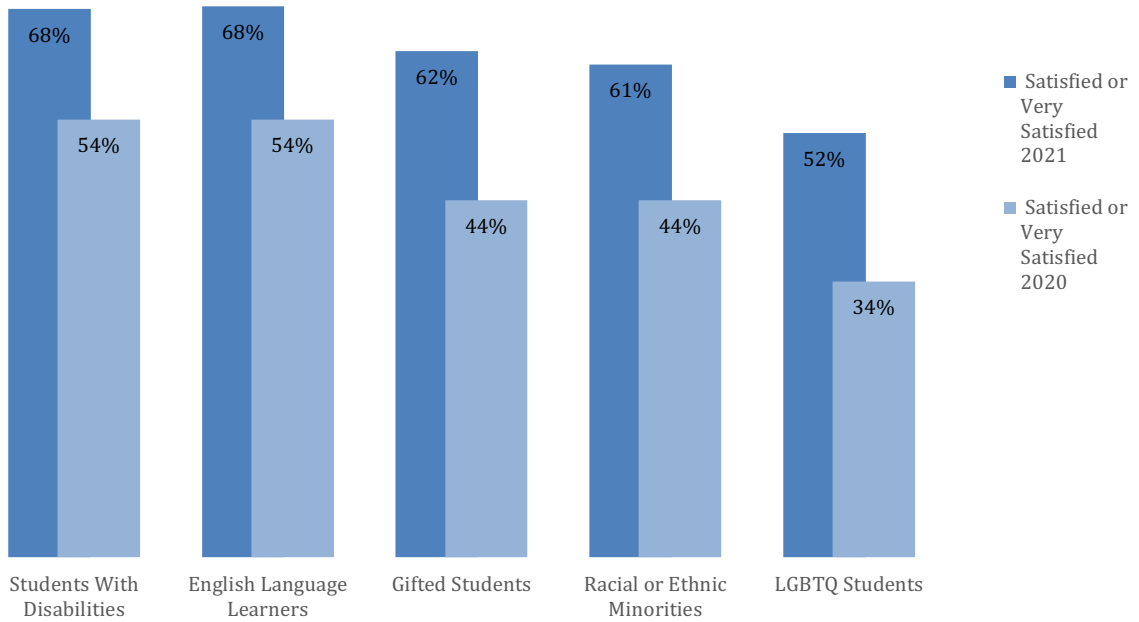
1. Curriculum and content in support of standards-based instruction
2. Effective approaches to social and emotional learning
3. Facilitation of authentic Professional Learning Communities (PLCs)
4. Facilitation of Professional Learning for other instructional staff
5. Integrating digital technologies into teaching and learning
6. Culturally responsive practices to effectively teach racially, economically and culturally diverse student populations
7. Positive behavior interventions to assist students to prevent or de-escalate behavioral challenges
8. Engaging students in interdisciplinary, project-based learning (PBL)
9. Enabling students to demonstrate mastery of specific standards through performance tasks
10. Incorporating mindfulness in classroom learning
11. Other

Figure 9. Desired strategies



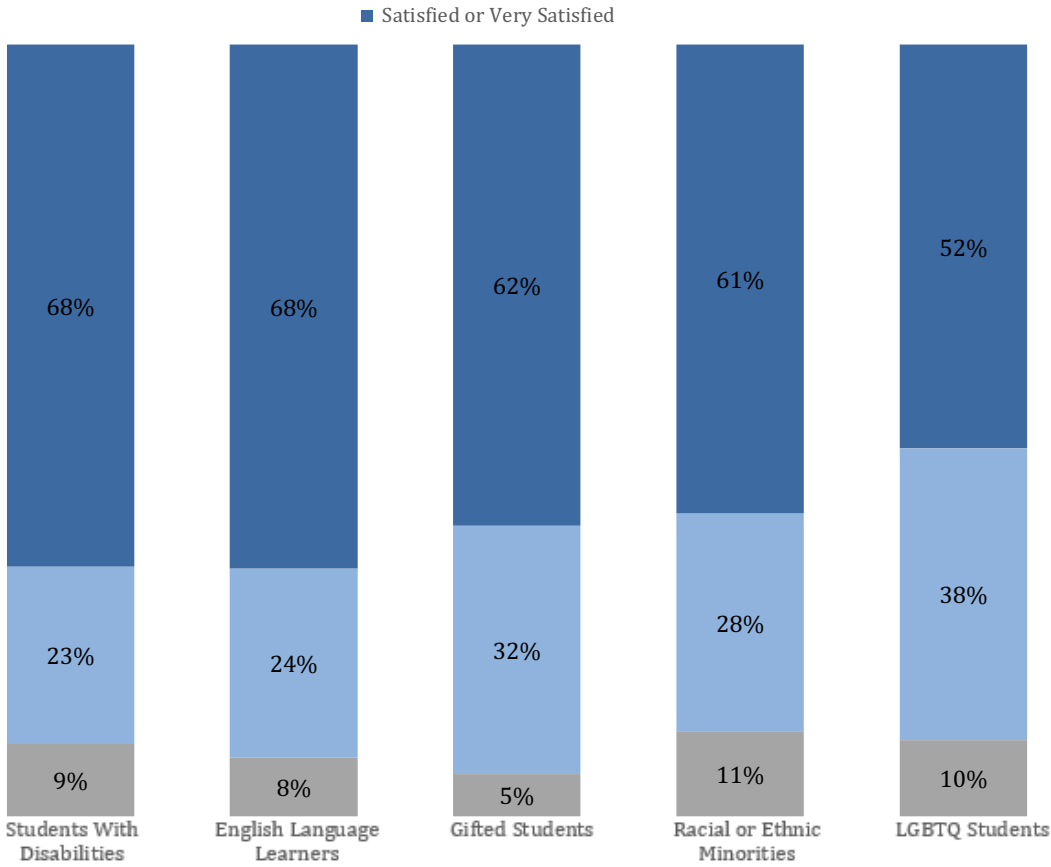
**PL for Specific Student Populations.** The survey prompted instructional staff to indicate their level of satisfaction with the availability of professional learning related to the support of specific student populations; English Language Learners, Racial or ethnic Minorities, Students with Disabilities, LGBTQ Students and Gifted Students. The level of satisfaction has increased in all areas compared to the percent of respondents last year that reported they were satisfied or very satisfied with the availability of PL related to these groups. Figure 10 shows a comparison of reported satisfaction with PL related to these groups 2020 and 2021.

Figure 10. High Satisfaction with Availability of PL Related to Specific Student Populations 2020 and 2021



This year the highest levels of satisfaction is again associated with the availability of PL related to support of English Language Learners (68% percent) and Students with Disabilities. The lowest level of satisfaction was associated with the availability of PL for support for LGBTQ Students (34 percent). Results of this satisfaction index are displayed in Figure 10, below.

Figure 11. Satisfaction with Availability of PL Related to Specific Student Populations



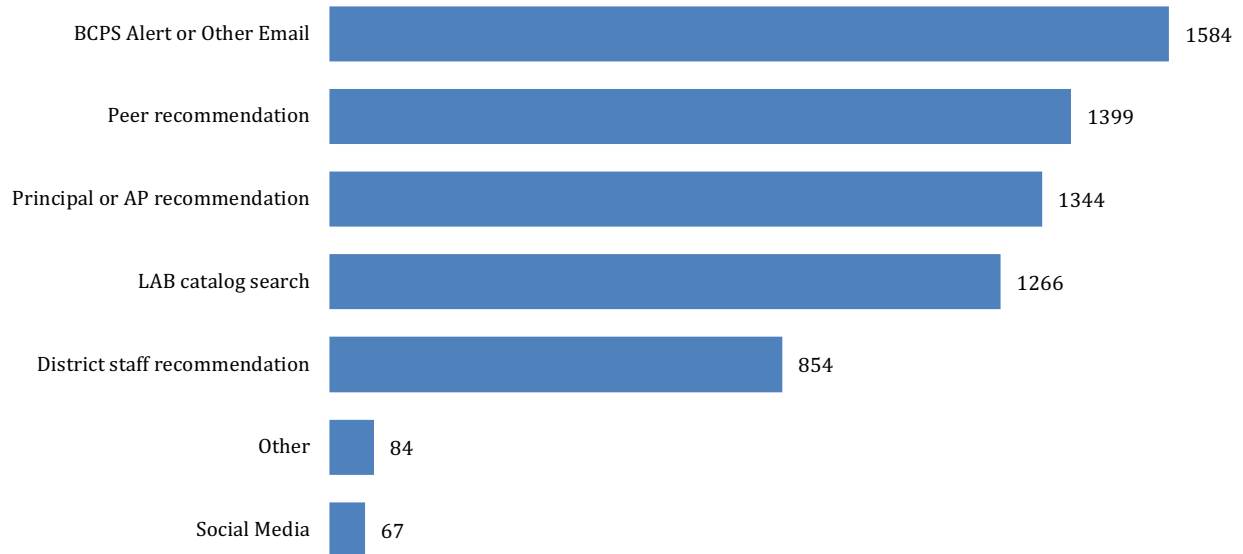
**Learning About PL Opportunities.** Learning Across Broward (LAB) is one of several ways that instructional staff find out about professional learning opportunities that are available to them. The survey asked instructional staff to rate their experience with the following functions in the LAB system. Table 4 details teacher’s responses.

Table 4. Teacher experience with functions in the Learning Across Broward (LAB) system

	Very Easy	Easy	Neutral	Difficult	Very Difficult
Login	1361	853	275	32	8
Course Search	953	927	384	233	29
Registration	1112	979	331	82	18
Surveys	1158	971	327	59	15
Transcript	1028	954	397	84	23

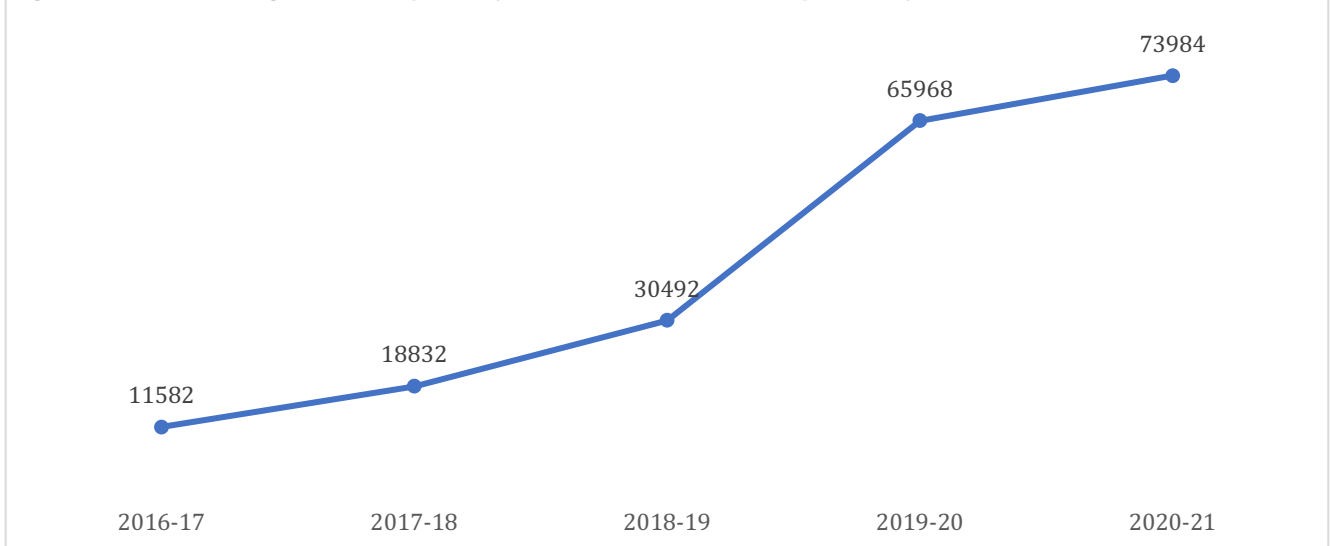
Teachers also find out about PL through recommendations from peers, administrators, and District staff; through BCPS Alerts or other emails distributed to targeted staff; and in some cases, through social media. The survey asked instructional staff to indicate how they usually find out about PL activities. Results are listed in Figure 12, below.

Figure 12. How Instructional Staff Learn about PL Opportunities



**Effective eLearning Professional Learning.** BCPS offered eLearning to the students of Broward county in response to the COVID-19 pandemic. ELearning courses are courses that provide information or instruction to enhance or inform virtual learning for students. Figure 13 shows an increase trend in the number of eLearning courses completed over a 5 year period. In May 2021 a total of 73, 984 eLearning professional learning activity was completed by instructional staff.

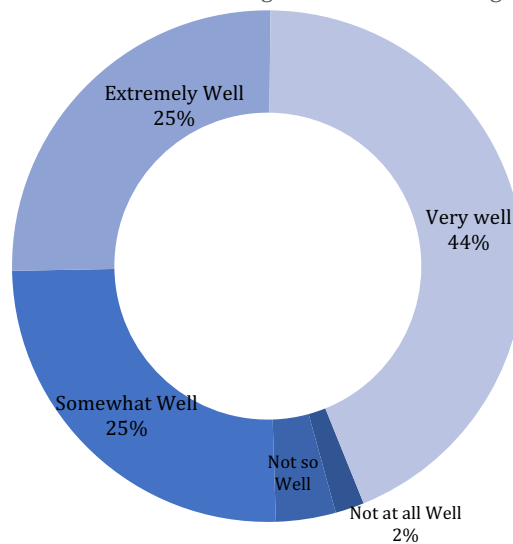
Figure 13: Total eLearning Courses completion by Calendar Year, 2016-2021. Updated May 2021



A Task on the district strategic plan requires monitoring of eLearning professional development active of instructional staff. ELearning courses are categorized into 3 groups: Introductory, Intermediate and Advanced. Instructional staff have been offered 200 Introductory eLearning course, 81 Intermediate eLearning courses and 33 Advanced eLearning courses between July 2020 through May 2021.

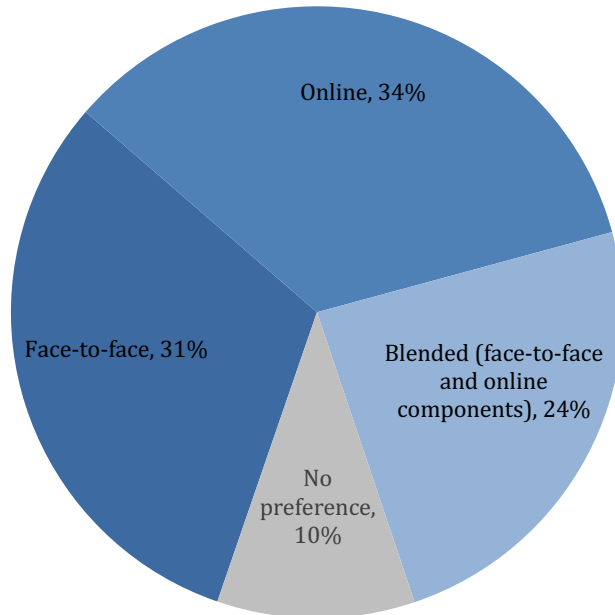
Instructional staff were asked to rate how well eLearning professional learning activities met their virtual instruction needs. One in four instructional staff responded, eLearning professional learning activities met their virtual instruction needs extremely well. Responses are displayed in Figure 14, below.

Figure 14. Instructional Staff Satisfaction with eLearning Professional Learning Activities



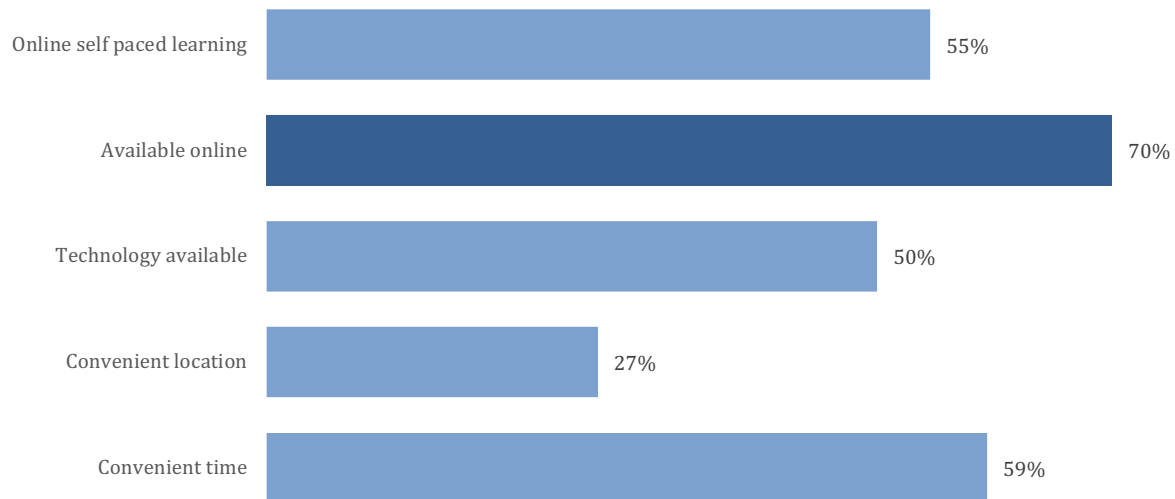
**Effective Learning Format.** BCPS provides professional learning and training in three formats: in- person, online, and blended (a combination of face-to-face and online learning). To gauge which format instructional staff-prefer, the survey asked them which learning format is most effective for them. Most instructional staff, 34% preferred online learning and 31% selected face to face learning as the most effective learning. Responses are displayed in Figure 15, below.

Figure 15. Learning Method Most Effective for Instructional Staff.



**Factors that influence PL participation.** The survey prompted instructional staff to select one or more factors that have helped them successfully participate in professional learning. PL available online (70%) was selected as the most helpful factor in successfully participating in professional learning this year. This response is most likely highly influenced by the COVID-19 pandemic. Figure 16 shows further detail below.

Figure 16. Factors that influence PL participation - Instructional Staff



**PL Activities that Impact Practice.** The survey asked instructional staff to name the PL activity that had the greatest impact on their practice in 2020–2021 and the PL activity that has the greatest potential to impact their practice in 2021–2022. Open-ended responses were normalized using 68 response categories, listed from most frequent to least frequent in Table 5, below.



During 2019 to 2021, the COVID 19 pandemic created a widespread need for technology integrated instruction using the District’s Learning Management System, Canvas, and various online resources. Technology integration (incl. Canvas and digital courses) had the greatest impact in 2019-2020 (25.7%). In 2019-2020 it was anticipated that Technology integration would have the greatest impact on practice in 2020-2021 (37.6%). This need was expressed across all content areas, including Exceptional Student Education and ESOL. Response categories for Classroom/Behavior Management and Student Engagement were created to capture the professional learning needs emerging from the shift to an online learning environment. As anticipated Technology and Software Integration was reported to have the greatest impact on practice in 2020-2021. Table 5 details the PLs with the greatest impact for 2020-2021 and the anticipated PLs to have greatest impact on practice in 2020-2021 as reported in 2019-2020.

Table 5. Professional learning activities with greatest attributed impact, and potential impact, on instruction.

Actual Greatest Impact on Practice, 2020-2021			Anticipated Greatest Impact on Practice, 2020-2021		
Professional Learning Activity	#	%	Professional Learning Activity	#	%
Tech and Software Integration (including Canvas & Microsoft)	1132	26.1%	Tech. Integration (incl. Canvas)	1020	37.6%
BVU (ESOL, Gifted, Reading)	381	8.8%	BVU (ESOL, Gifted, Reading)	172	6.3%
Professional Learning Communities	308	7.1%	Exceptional Student Education	166	6.1%
Equity and Diversity	287	6.6%	Social and Emotional Learning	133	4.9%
Behavior and management	238	5.5%	Literacy	118	4.3%
Reading Courses	228	5.3%	Professional Learning Communities	109	4.0%
Exceptional Student Education	201	4.6%	Equity & Diversity	97	3.6%
eLearning	161	3.7%	Classroom/Behavior Management	97	3.6%
BEST Practices (multiple subject areas)	93	2.1%	Standards Based Instruction	56	2.1%
Math Professional Learnings	62	1.4%	Technology/Software	55	2.0%
Social Emotional Learning	59	1.4%	Student Engagement – Online	50	1.8%
Cultural Awareness	56	1.3%	Instructional Strategies	44	1.6%
Mindfulness	52	1.2%	Elementary Mathematics	42	1.5%
Warning Signs	49	1.1%	Curriculum Development	41	1.5%
Literacy	47	1.1%	ESOL/WIDA	35	1.3%

Self-Reporting	39	0.9%	Elementary Language Arts	34	1.3%
i-Ready	35	0.8%	STEM & Computer Science	31	1.1%
De-escalation Strategies	34	0.8%	Project Based Learning (PBL)	31	1.1%
Mental Health	33	0.8%	Secondary Mathematics	28	1.0%
STEM & Computer Science	33	0.8%	Secondary Science	27	1.0%
Anti-Bullying	31	0.7%	Secondary Language Arts	26	1.0%
BEST Things to Know: Deeper Dive	34	0.8%	Elementary Learning	25	0.9%
Curriculum Development			Applied Learning	24	0.9%
Courses	27	0.6%	School Climate and Discipline	23	0.8%
Benchmark Assessment System (BAS) course	26	0.6%	Advanced Academics	23	0.8%
Courageous Conversations	26	0.6%	Youth Mental Health First Aid	18	0.7%
World Language and Dual Language	26	0.6%	Teacher Preparation	16	0.6%
Elementary Learning	24	0.6%			
New Teacher Academy and Orientation	26	0.6%	Secondary Social Studies	16	0.6%
ELA Courses	23	0.5%	CTACE	14	0.5%
Child abuse and neglect	21	0.5%	Safety & Security	14	0.5%
Writing courses	21	0.5%	Pre-Kindergarten	13	0.5%
Bridges Classroom FTEM	20	0.5%	School Counseling	13	0.5%
Clinical Education	19	0.4%	World Languages	12	0.4%
Dating Violence Mandatory Comp 20-21	19	0.4%	Benchmark Assessment System (BAS)	11	0.4%
			Interdisciplinary		
Instructional Strategies	19	0.4%	Instruction	10	0.4%
Security and Safety	20	0.5%	Leadership	8	0.3%
Science Course	14	0.3%	Library Media	7	0.3%
Engaging students	13	0.3%	Coaching and Induction	7	0.3%
Secondary Education	13	0.3%	New Teacher Academy	6	0.2%
Social Studies	13	0.3%	Physical Education	6	0.2%
Teacher to Coach Pre-Credentialing	12	0.3%			
			Student Services	5	0.2%
Heggerty Phonics Training	10	0.2%	Head Start/Early Intervention	5	0.2%
LLI	10	0.2%	Dual Language	5	0.2%
Teacher peer collaboration	10	0.2%	Balanced Literacy	4	0.1%
Music	9	0.2%	Seasons of Learning	3	0.1%
Applied Learning	9	0.2%	Elementary Science	3	0.1%
NTA Academy	10	0.2%	Clinical Education	2	0.1%
			Learning Across Broward (LAB)	2	0.1%
School Counseling and BRACE	9	0.2%	Broward Teachers' Union	2	0.1%
Suicide Related Courses	9	0.2%	BRIDGES Instructional	2	0.1%
Applied Linguistics	8	0.2%			
CTACE	8	0.2%			
Mastery Connect	8	0.2%			
Standards Based Learning	9	0.2%			
TIER Mentoring courses.	8	0.2%			
BTA	7	0.2%			

Coaching Certification	7	0.2%
Library Media	12	0.3%
Preventing Sexual Harassment	7	0.2%
Reclaim and Elevate	7	0.2%
SMILE into SOUNDS	7	0.2%
Covid-19 staff awareness training	6	0.1%
Empower Broward Lesson Reviews	6	0.1%
Grow Your Own	6	0.1%
LAPC	6	0.1%
Microcredential	6	0.1%
Collaborative Studies	5	0.1%
Conscience Discipline	5	0.1%
Data collection	5	0.1%
DIP	5	0.1%
Discovery ED	5	0.1%
FBA/PBIP training	5	0.1%
Head Start Program	5	0.1%
Pre-Kindergarten	5	0.1%
Project-based Learning	5	0.1%
Seasons of Learning	5	0.1%
High School	5	0.1%
DBQ	4	0.1%
Demonstration of Accomplished Practices	4	0.1%
FSA online training.	4	0.1%
GOLD Objectives	4	0.1%
Leadership	4	0.1%
Method of teaching	4	0.1%
Supporting Immigrants and ELLs	4	0.1%
Teach Like a Champion 1.0	4	0.1%
Trauma and Toxic Stress in Children	4	0.1%
Youth Mental Health Training	4	0.1%
Attendance	3	0.1%
End of Year Procedures	3	0.1%
Happiness Studies	3	0.1%
lab courses	3	0.1%
PBIS	3	0.1%
SRA	3	0.1%
Strategic planning	3	0.1%
VILS trainings	3	0.1%
ACT/SAT Prep	2	0.0%
CHAMPS training	2	0.0%
Class Management	2	0.0%
Different activites	2	0.0%
Foundational Skills Progressions	2	0.0%
Fusion 360 Beginner Immersion	2	0.0%
Great Migration and Art	2	0.0%
Intro to Differentiating Instruction	4	0.1%
Manipulatives	2	0.0%

Six Sigma	2	0.0%
Speech Zone meetings	4	0.1%
Thinking Maps	2	0.0%
US Gov and Econ	2	0.0%
Workforce Education classes	3	0.1%
Closing Achievement Gap	2	0.0%
Rubrics and Feedback	4	0.1%
Buying Goods and Services	2	0.0%
Collections	1	0.0%
Community based education	1	0.0%
Culinary	1	0.0%
Domestic violence	1	0.0%
Economics of Elections	1	0.0%
Harvard online	1	0.0%
Industry Certification	1	0.0%
PE information	1	0.0%

*Survey Responses from Non-Instructional Staff*

PDSS collaborates with the Department of Non-Instructional Talent Acquisition each year to develop and revise survey items to identify professional learning and training needs for Non-Instructional Staff. The survey is integrated into the annual PL Survey for all staff. Respondents who self-identify as Non-Instructional are further asked a series of questions pertinent to their personnel area. Non-Instructional responses to the 2020–2021 PL Survey are below.

Non-Instructional Staff represents a wide array of positions with varying skills and knowledge. A total of 843 staff responded, 1% less than 854 last year. See Figure 16 below for a position percentage breakout of the non-instructional respondents.

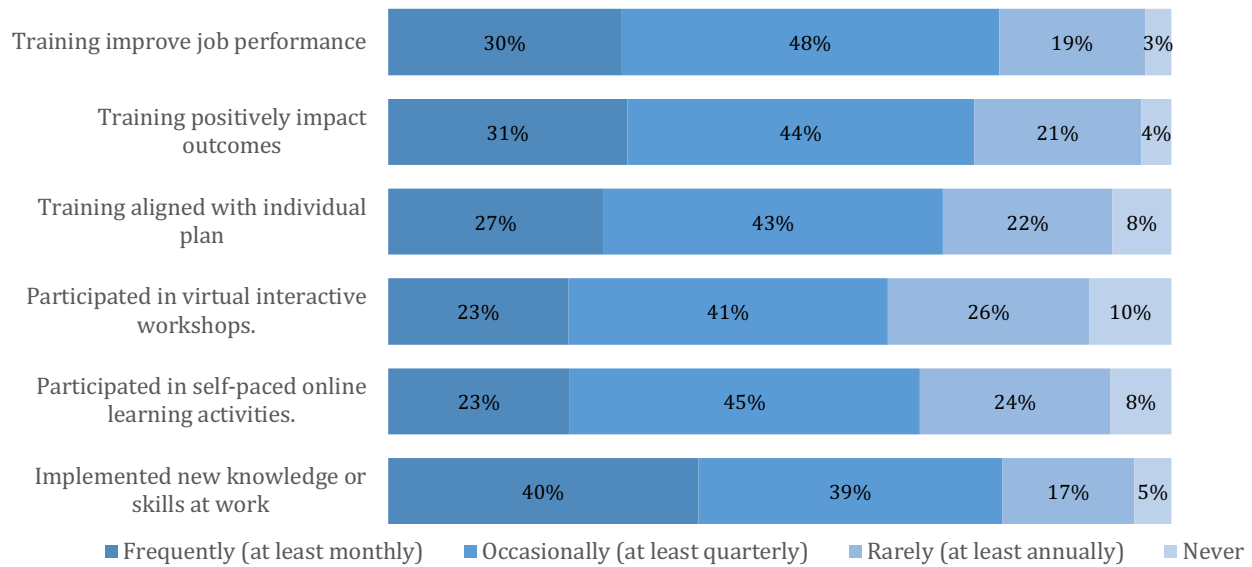
*Table 6. Breakout of Non-instructional Staff respondent position (n=843).*

<b>Staff Position</b>	<b>Percent of Responders</b>
Bus Operator/Attendant	12%
Clerical	44%
Facilities	5%
Food Services	1%
Maintenance	1%
Security	3%
Non-Instructional - Assistant/Aide	15%
Technology/Micro-Tech	4%
Other	15%

**Professional Learning Practices.** The Survey prompted Non-Instructional Staff to indicate how often they engaged in professional learning or training purposes and practices in 2020-2021 (Figure 17). The frequency of each practice increased from last year.

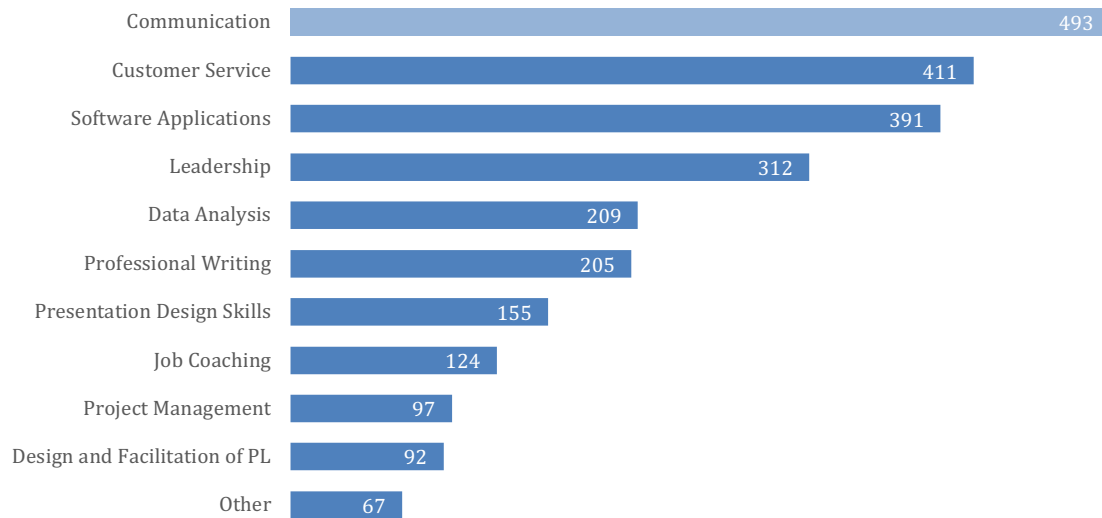
Responders also had the option of entering additional related information in response to this question. Responses included: introduce more new courses for personnel in these groups and increase training opportunities for clerical staff. Notably, the number of personnel who indicated they were able to improve job performance increased to 78% from 2019-2020 (72%). This year there were more opportunities for staff to attend virtual interactive trainings and engage in self-paced learning. The survey aimed to capture non-instructional staff engagement regarding these two areas, 64% reported participating in virtual interactive workshops at least once a month or quarterly and 68% reported participating they participated in self-paced online learning activities at least quarterly or monthly.

Figure 17. Frequency of engagement in selected PL/training practices by Non-Instructional Staff



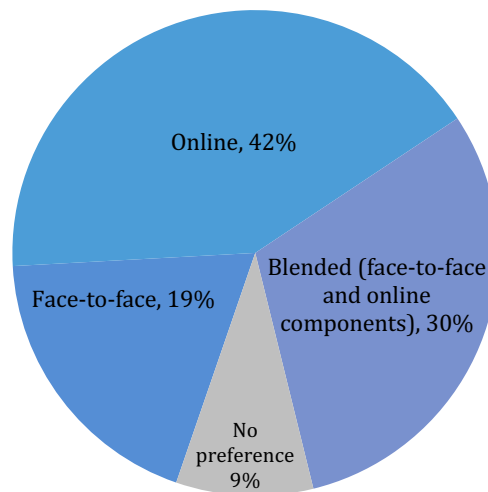
**Areas of Potential Benefit.** The PL Survey asked Non-Instructional Staff to indicate which professional learning or training areas would potentially benefit them. Staff was able to choose all that applied. Figure 18 lists responses in order of frequency.

Figure 18. Types of PL or training Non-Instructional Staff indicated would benefit them (n=843)



**Preferred Training Format.** The PL Survey asked Non-Instructional Staff to indicate whether they preferred face-to-face, online, or blended training. There was a significant increase in the number of non-instructional staff that selected online (42%) this year compared to 25.9% in 2019-2020. Their preferences are summarized in Figure 19, below.

Figure 19. Learning Method Most Effective for Non-Instructional Staff.



**Supports and Potential Barriers.** To identify the supports that help Non-Instructional Staff fully participate in PL/Training and reduce the structural barriers that could potentially prevent participation, two PL Survey questions asked Non-Instructional Staff to specify which supports and barriers they encountered. Responses are expressed in percent of responders for each question, where n=854. See summarized responses in Figures 20 and 21, below.

Figure 20. Factors that may have **benefited** Non-Instructional staff from fully participating (n=843)

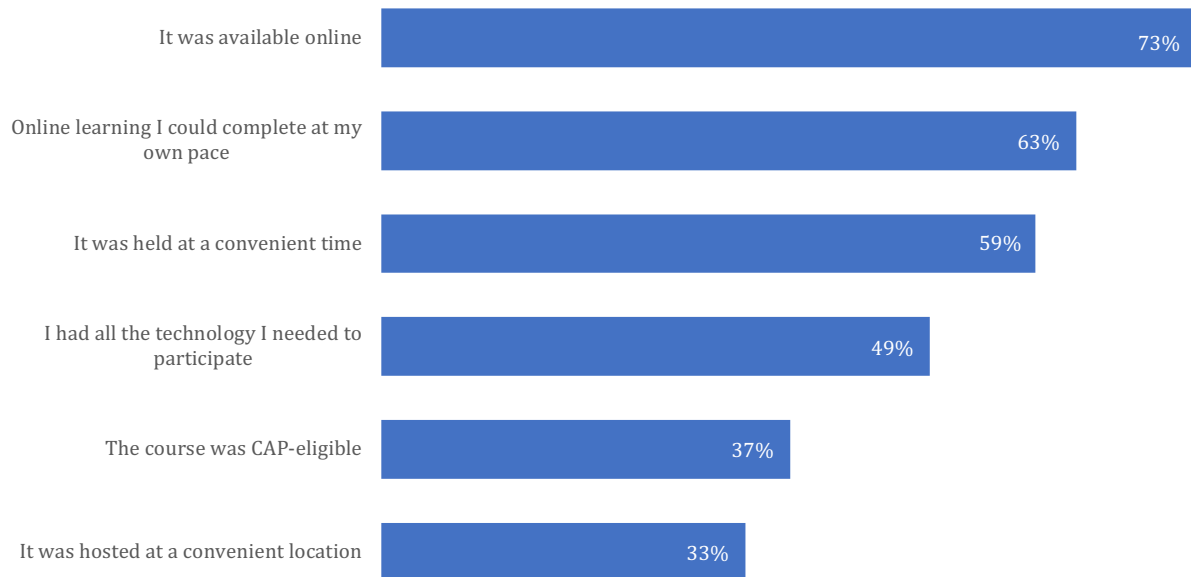
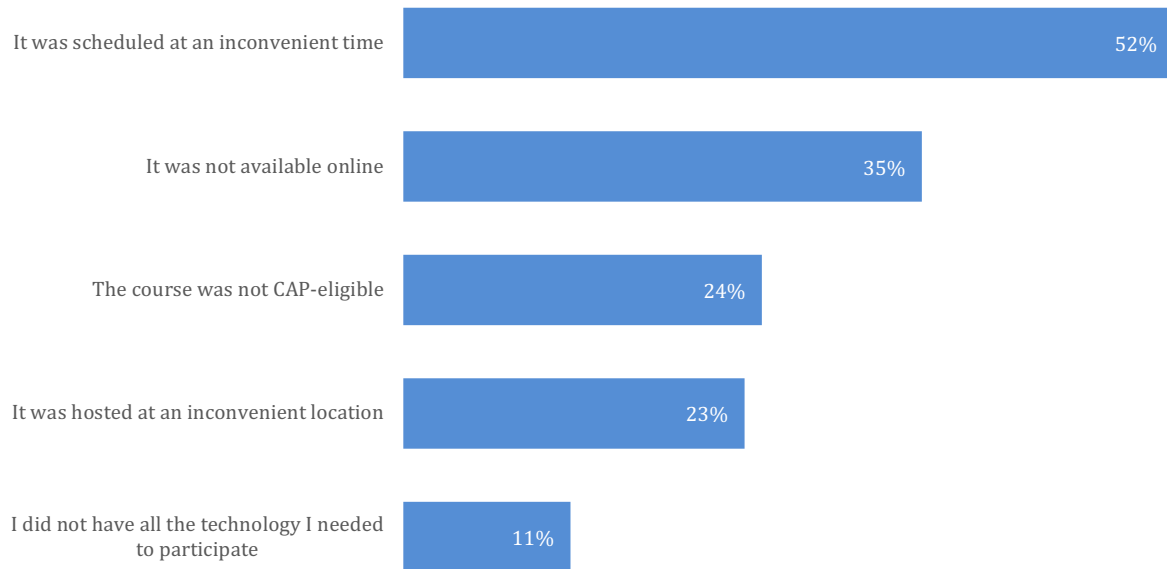
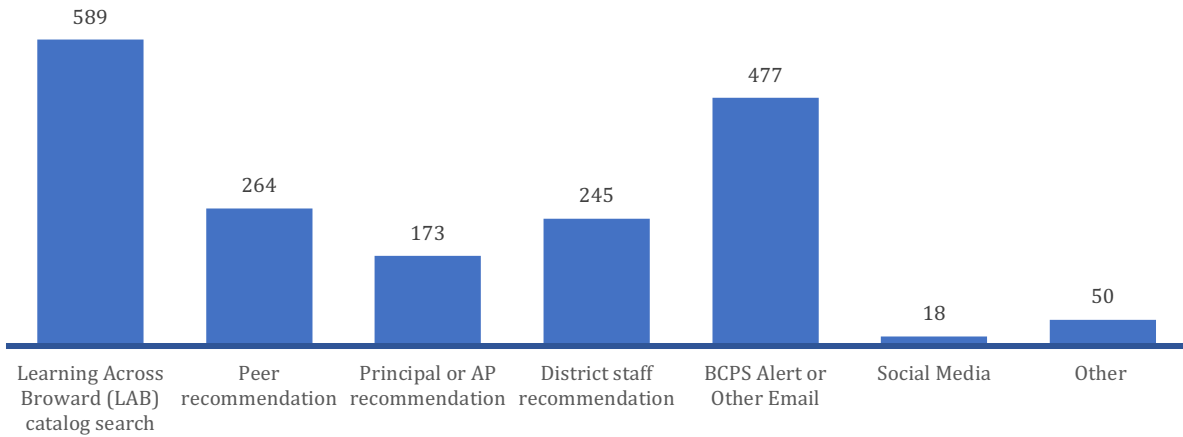


Figure 21. Factors that may have **prevented** Non-Instructional staff from fully participating (n=843)



**Communication.** To improve communication with Non-Instructional Staff regarding PL and training, the PL Survey asked them to indicate one or more communication methods through which they find out about these opportunities. LAB catalog search was the most used method for sourcing PL/Training in 2021. Responses are ranked by frequency in Figure 22, below.

Figure 22. Ways in which Non-Instructional Staff found out about PL/Training



**Learning Across Broward (LAB) Experience.** The survey asked Non-Instructional staff to rate their experience with the following functions in the LAB system. Responses indicate that noninstructional staff are mostly comfortable using lab with the exception some issues associated with login into the system. Table 7 details responses.

Table 7. Teacher experience with functions in the Learning Across Broward (LAB) system (n=835)

	Very Easy	Easy	Neutral	Difficult	Very Difficult
Login	415	237	148	28	7
Course Search	270	268	201	81	9
Registration	347	285	154	35	6
Surveys	338	295	160	24	9
Transcript	336	267	175	34	6

**Impact Attribution.** The PL Survey asked Non-Instructional Staff to specify the one professional learning activity or training course that they believe had the greatest impact on their work in school year (SY) 2020–2021. The 20 most frequently cited topics are listed in Table 8, below. Technology and software knowledge and skills was again cited as the most impactful professional learning/training. The impact of technology training is evident across all employee groups with the necessitated transition to a virtual work environment due to the COVID-19 pandemic.



Table 8. PL or training with greatest attributed impact among Non-Instructional Staff (top 20, SY2020 and SY2021)

Course Title/Topic	2021		Course Title/Topic	2020	
	Responses (n=596)			Responses (n=582)	
	Number	Percent		Number	Percent
Technology/Software	85	14.3%	Technology/Software	121	17.1%
Customer Service	83	14.0%	Youth Mental Health First Aid	84	11.9%
Communication	39	6.6%	Workplace Competencies	69	9.8%
Equity and Diversity	38	6.4%	Customer Service	65	9.2%
Workplace Competencies	38	6.4%	Exceptional Student Education	64	9.1%
Safety and Security	30	5.1%	Communication	47	6.6%
Exceptional Student Education	29	4.9%	Behavior Management	29	4.1%
Anti-Bullying	28	4.7%	Safety & Security	47	6.6%
Black History	28	4.7%	Email Matters	38	5.4%
Mental Health	27	4.6%	Facilities	14	2.0%
Canvas	25	4.2%	Equity & Diversity	13	1.8%
Leadership	24	4.0%	ESOL	13	1.8%
What to Say When	23	3.9%	Lean Six Sigma	12	1.7%
Identifying & Reporting	20	3.4%	Social and Emotional	11	1.6%
Child abuse	19	3.2%	Learning	9	1.3%
Email Matters	19	3.2%	Office 365	9	1.3%
Conflict Resolution	13	2.2%	TERMS	9	1.3%
ESOL	12	2.0%	Identifying & Reporting	9	1.3%
COVID-19 Information	12	2.0%	Child Abuse	8	1.1%
Warning Signs	12	2.0%	Conflict Resolution	8	1.1%
Behavior Management	11	1.9%	Leadership	8	1.1%
			Office Protocols	8	1.1%

**Mandatory Compliance Courses** were deployed through the Professional learning Management System, Learning Across Broward (LAB). This centralized the process for all employees and the responsible departments; streamlining the communication, registration, completion and reporting of all compliance courses. All survey respondents were asked to rate their satisfaction with the deployment. The number of completers for each of the Mandatory Compliance Courses deployed in 2020-2021 are listed below on Table 9.

Table 9. Number of completers for each mandatory course reported from LAB.

Mandatory Course	# of Completers
Self-Reporting Rule 20-21	18784
Preventing Sexual Harassment 20-21	17437
Security and Privacy Awareness 20-21	17032
Univ Precautions/Infection Control 20-21	16823
Identifying Reporting Child Abuse 20-21	16312
Warning Signs Annual Review 20-21	16116
Anti-Bullying Mandatory Compliance 20-21	15067
Attendance: Teachers Mandatory 20-21	12449
Dating Violence Mandatory Comp 20-21	11077
Attendance: Clerks Mandatory 20-21	845
BTA Annual Update and Review 2020-21	706
Attendance: Admin. Mandatory 20-21	699
BTA for MHP Annual Update & Review 2020	441

### Inservice Course Completion by PL Plan.

Table 10. Course completion by PL Master Plan or Innovation Configuration (completions include Mandatory Compliance Courses), 2019–2020.

PL Master Plan or Innovation Configuration	Completers	Points Awarded
Advanced Academics	41	656
Applied Learning - Civic Engagement	113	452
Applied Learning - Fine Arts	1021	8168
Applied Learning - STEM & CS	697	14816
Athletic Coaching Add-on Endorsement	143	8580
BCPS PL System	256	3100
Before and After School Child Care	239	5246
BrIDGES Instructional	954	3816
BrIDGES Observers	48	384
BTU - Effective Teaching	76	2888
Coaching and Induction	2813	17361
Compliance	1556	245
Coordinated Student Health Services	2929	2929
CTACE: Adult Education	127	844
CTACE: Career Technical Education	135	3454
Digital Learning Curriculum Integration	8286	101384
Dual Language	231	2994

Elementary Learning	6078	21541
Environmental Health and Safety	1190	2360
Equity and Diversity	1290	9216
ESE SB1108	5844	113544
ESOL	1009	5796
ESOL Training Requirement Category I	1068	64080
ESOL Training Requirement Category II	160	9600
ESOL Training Requirement Category III	95	1710
ESOL Training Requirement Category IV	18	1080
Exceptional Student Learning Support	3173	29875
Facilities Service Persons Program	825	5821
Food and Nutrition Services	641	4414
Gifted State Endorsement	790	47400
Head Start/Early Intervention	1168	10674
Leadership Development	2477	24262
Lean Six Sigma	36	144
Library Media	576	2183
Literacy	4611	16011
Non-Instructional Leadership Development	1363	8632
Office Support Personnel	1270	12774
Professional Developers Program	51	140
Psychological Services	593	2677
Reading State Endorsement	1972	118320
Reimagining Middle Grades	116	1860
Safety and Security	4993	12829
School Climate and Discipline	476	3454
School Counseling	960	1751
Secondary Language Arts	1385	6928
Secondary Mathematics	731	3550
Secondary Science	614	3136
Secondary Social Studies	623	3083
Social and Emotional Learning	1105	7280
Student Services	2910	4209
Teacher Preparation	1008	21057
Technology Systems & Operations	642	7910
Title I Migrant and Special Programs	132	1716
Vendor School-Based Learning_Elem Lrng	30	90
World Languages	427	5800

### Professional Learning Community Topics

In 2020–2021, School-based PLCs focused on topics selected by teachers and approved by school administrators in alignment with School Improvement Plans. A summary of School-based PLC topics and the prevalence of each topic are displayed in Table 11 below.

Table 11. Frequency of School-based PLC Topics.

PLC Topic	Number of Topics Offered	Percent
Science	148	14.6%
English Language Arts (ELA)	138	13.6%
Reading	91	9.0%
Math, Other Focus Areas	62	6.1%
Florida BEST Standards	37	3.6%
Mathematics	30	3.0%
Social-Emotional Learning (SEL)	30	3.0%
Social Studies	28	2.8%
Literacy	25	2.5%
Writing	24	2.4%
History	23	2.3%
ELA and Mathematics	20	2.0%
ELA and Reading	18	1.8%
Electives	17	1.7%
Exceptional Student Learning Support (ESLS)	17	1.7%
Technology	17	1.7%
Geometry	16	1.6%
eLearning	15	1.5%
Dual Language	12	1.2%
Graduation and Student Services	11	1.1%
Behavior	11	1.1%
AICE	9	0.9%
Biology	9	0.9%
Reading and Math	9	0.9%
Student Engagement	9	0.9%
College and Career Readiness	8	0.8%
Integrated Curriculum	7	0.7%
Vocabulary	7	0.7%
Health	7	0.7%
ELA and Computer Science	7	0.7%
Business	6	0.6%
Civic	6	0.6%
Environmental Science	6	0.6%
Fine Arts	6	0.6%

IEP Goals	6	0.6%
Reading and Writing	6	0.6%
Specials	6	0.6%
World Languages	6	0.6%
Career, Technical & Adult Education (CTACE)	6	0.6%
Automotive	5	0.5%
Integration of Knowledge	5	0.5%
Physical Education	5	0.5%
Guidance	5	0.5%
Academic learning gains	4	0.4%
Industry Certification	4	0.4%
LAFS	4	0.4%
Leadership	4	0.4%
Life Science	4	0.4%
Student Support	4	0.4%
Advanced Academics	3	0.3%
Chemistry	3	0.3%
Critical Thinking	3	0.3%
Early Childhood	3	0.3%
Earth and Space Science	3	0.3%
Unified Art	3	0.3%
Arts	2	0.2%
Communication	2	0.2%
CTACE/JROTC	2	0.2%
Discipline	2	0.2%
eLearning pedagogical strategies and technological	2	0.2%
Equity & Diversity	2	0.2%
Interventions	2	0.2%
Physical Science	2	0.2%
Support School	2	0.2%
Adult Education	1	0.1%
Athletics	1	0.1%
Culinary Arts	1	0.1%
Data Team	1	0.1%
ELA and Civics	1	0.1%
ELA and Electives	1	0.1%
ELA and ESE	1	0.1%
ELA and Social Studies	1	0.1%

ELA and Technology	1	0.1%
ESOL	1	0.1%
Interdisciplinary	1	0.1%
Magnet	1	0.1%
Management Skills	1	0.1%
Media Studies	1	0.1%
Mental Health	1	0.1%
Performing Arts	1	0.1%
Proficiency in statistics	1	0.1%
Reading through world languages	1	0.1%
STEAM	1	0.1%
Visual Arts	1	0.1%

### Summary of Feedback from Professional Learning Management System

All participants in professional learning and training activities are required to complete the feedback form for their course. There was an increase in the number online feedback survey due to increase in virtual learning to support learning during the pandemic. The most common feedback forms are PL Feedback, Online PL Feedback, PLC Feedback, and Training Feedback. Feedback form questions and quantitative results are listed in Table 12, below.

Table 12. Summary of Participant Feedback, 2020–2021

Professional Learning Feedback (n = 17,799)					
Survey Instrument and Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am able to implement the course content as intended.	70%	27%	2%	0%	1%
I am likely to recommend this course to others.	74%	22%	2%	1%	1%
My new learning is likely to positively impact student achievement.	72%	25%	2%	0%	1%
The content and material were clearly communicated.	75%	23%	1%	0%	1%
The course content is relevant to my needs.	74%	24%	1%	0%	1%
The facilitator allowed time for practice and collaboration.	74%	23%	2%	1%	1%
The facilitator had a deep understanding of the content.	78%	20%	1%	0%	1%
The facilitator modeled new practices or procedures.	73%	24%	2%	1%	1%
The facilitator offered follow-up support.	74%	22%	2%	0%	1%
The facilitator planned and managed time effectively.	75%	22%	2%	1%	1%

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**Professional Learning Community Feedback (n=15782)**

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Survey Instrument and Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A. Our PLC used data to determine student and educator learning needs.	63%	32%	3%	0%	1%
B. Our PLC members established common team learning goals.	65%	31%	3%	0%	1%
C. Our PLC engaged in adult professional learning aligned with student learning goals.	64%	31%	3%	0%	1%
D. Our PLC developed research-based implementation strategies.	59%	35%	5%	1%	1%
E. Our PLC used formative data to monitor progress.	61%	33%	4%	0%	1%
F. Our PLC used summative data to evaluate impact.	61%	34%	4%	0%	1%
G. Our PLC established and sustained a collaborative culture.	66%	30%	3%	0%	1%
H. Our PLC achieved or exceeded the SMART Goal we established at the beginning of the year.	55%	34%	10%	1%	1%

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**Online Professional Learning Feedback (n=23,838)**

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Survey Instrument and Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A. The learning outcomes of this course were met.	65%	30%	3%	1%	1%
B. The online learning environment was supportive of the learning goals.	66%	30%	3%	1%	1%
C. I was satisfied with the course facilitator.	68%	27%	4%	1%	1%
D. I learned what was taught in this course.	64%	30%	4%	1%	1%
E. I can implement what I learned in my classroom or at my work site.	63%	31%	5%	1%	1%

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**Training Feedback (n= 6392)**

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Survey Instrument and Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A. The facility used for this activity was conducive to my learning.	53%	34%	10%	1%	1%
B. The content provided me with information that is relevant to my job.	57%	37%	5%	1%	1%
C. The training will help me acquire an industry certification that is aligned with District needs.	44%	30%	20%	4%	2%
D. I plan to apply the new information from this training immediately on the job.	56%	37%	6%	1%	1%

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E. The information provided in this activity will contribute to improvement in my job performance.	55%	37%	7%	1%	1%
F. This activity prepared me to support a quality learning environment for students and/or District initiatives.	52%	38%	8%	1%	1%
G. The facilitator used effective presentation skills and appropriately engaged the participants.	55%	35%	7%	1%	1%
H. The documents and information used during the activity were well written and organized, enabling me to easily understand and follow the activity.	56%	36%	6%	1%	1%

## Desired Outcomes and Performance Indicators

The Department of Professional Development Standards and Support will use the following performance indicators outcomes described in the tables below to monitor the progress of professional learning facilitators and providers toward the desired.

1. Facilitator			
Desired Outcome 1.1: Facilitator plans their online, face to face, and/or blended professional learning to improve (teacher) practice and impact outcomes of their position and responsibilities in the form of a Professional Learning Plan, in alignment with the BCPS PL System and the Guskey Evaluation protocol.			
Planning Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Utilizes Master Plan or Innovation Configuration data to determine and create a quantitative data-based statement of student and teacher learning needs.	Frequently utilizes Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.	Inconsistently utilizes Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.	Does not utilize Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.
Facilitator identifies specific learning outcomes that explicitly address that need for the activity. The objectives are observable and measurable. The facilitator addresses	Specifies intended professional learning outcomes that explicitly address the need for the activity, however the outcomes are not measurable or observable.	Specifies intended learning outcomes that are not designed to explicitly address the need for the activity.	Does not specify any intended professional learning outcomes that explicitly address the need for the activity and are not observable or measurable.



the learning outcomes at the beginning of the professional learning.			
Strategically created a professional learning follow-up activity that assist the facilitator in effectively identifying those participants who have met the activity outcomes and objectives and those participants that might need additional learning opportunities.	Created a professional learning follow-up activity that addresses the activity outcomes and consistently monitors participant's submissions.	Created a professional learning follow-up activity, however the facilitator does not consistently monitor the participant's submissions to identify mastery of activity outcomes.	Has no professional learning follow-up activity planned that will assist the facilitator in monitoring whether the activity outcomes were met.
Facilitator has planned and prepared the necessary resources to conduct online, face to face, and/or blended professional learning. Participants are informed in advance of any materials or documents needed for the professional learning and are engaged in the learning prior to the session.	Facilitator has planned and prepared the necessary resources to conduct online, face to face, and/or blended professional learning. Participants are informed in advance of any materials or documents needed for the professional learning.	Facilitator has planned and prepared the necessary resources to conduct the professional learning.	Facilitator inadequately prepared the resources necessary to conduct the professional learning.

The facilitator successfully and effectively manages the BCPS PL System of record and uses all functions of the system to support communication, collaboration, learning implementing and evaluation of participant learning.	The facilitator successfully and effectively manages the BCPS PL System of record.	The facilitator, at times, effectively manages the BCPS PL System of record.	The facilitator ineffective in managing the BCPS PL System of record.
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**Desired Outcome 1.2:** Facilitator administers online, face to face, and/or blended professional learning implementing best practices and research-based methodologies to engage and enhance new learning, in alignment with the BCPS PL System and the Guskey Evaluation protocol.

**Implementing Performance Indicators**

Level 4	Level 3	Level 2	Level 1
Consistently engages in and applies research based adult learning principles in all online, face to face, and/or blended professional learning provided.	Engages in and applies research based adult learning principles in all online, face to face, and/or blended professional learning provided.	At times, engages in and applies research based adult learning principles in all professional learning provided.	Does not engage in or applies research based adult learning principles in all professional learning provided.

Consistently administers formative assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions and make adjustments as needed.	Administers formative assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions and adjust as needed.	At times, administers formative assessments to gauge, interpret, and monitor new learning. Uses to clear misconceptions and adjust as needed.	Rarely or never, administers formative assessments to gauge, interpret, and monitor new learning.
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Is attentive to different learning styles in the context of understanding common needs participants bring to learning experiences and makes	Attends to different learning styles in the context of understanding common needs participants bring to learning experiences.	At times, attends to different learning styles in the context of understanding common needs participants bring to learning experiences.	Does not understand different learning styles in the context of understanding common needs participants bring to learning experiences.
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adjustments as needed.			
Consistently reflects on the content personally and shares key learning experiences with participants.	Reflects on the content personally and shares key learning experiences with participants.	At times, reflects on the content personally and shares key learning experiences with participants.	Rarely or never reflects on the content personally and does not share key learning experiences with participants.
Understands and consistently implements the 5 Core Principles of Effective Professional Learning.	Understands and implements the 5 Core Principles of Effective Professional Learning.	A times, implements the 5 Core Principles of Effective Professional Learning.	Rarely or never implements the 5 Core Principles of Effective Professional Learning.
Establishes and effectively maintains productive presenter-audience relations that facilitates learning and engagement.	Establishes and maintains productive presenter-audience relations that facilitates learning and engagement.	At times, establishes and maintains productive presenter-audience relations that facilitates learning and engagement.	Does not establish or maintain productive presenter-audience relations.
Models effective use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.	Models use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.	At times, models effective use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.	Does not model use of visuals, charts, or presentation design that facilitates learning and addresses all types of learners.
<b>Desired Outcome 1.3:</b> Facilitator evaluates online, face to face, and/or blended Professional Learning for its effectiveness to reach the desired outcomes of the Master Plan/Innovation Configuration/Program to which it is linked and to student achievement or customer satisfaction, in alignment with the BCPS PL System and the Guskey Evaluation protocol.			
<b>Evaluating Performance Indicators</b>			
Level 4	Level 3	Level 2	Level 1

An evaluation plan/process has been established and consistently carried out at least twice a year to ensure sustained learning is taking place during professional learning delivery, implementation of learning and impact on student learning.	An evaluation plan/process has been carried out at least twice a year to ensure sustained learning is taking place.	An evaluation plan has been completed, but occasionally carried out, to ensure sustained learning is taking place.	No evaluation plan has been established.
Consistently measures the degree to which online, face to face, and/or blended professional learning impacted the participants' practice using formative and summative data.	Measures the degree to which online, face to face, and/or blended professional learning impacted the participants' practice using formative and summative data.	At times, measures the degree to which professional learning impacted the participants' practice using formative and summative data.	Does not measure the degree to which professional learning impacted the participants' practice.
Uses evaluation data to determine professional learning targets for the following year and makes changes to the professional learning session as needed.	Uses evaluation data to determine professional learning targets for the following year.	At times, uses evaluation data to determine professional learning targets for the following year.	Does not use evaluation data to determine professional learning targets for the following year.
Uses evaluation data to determine professional learning targets for the following year and makes changes to the professional learning session as needed.	Uses evaluation data to determine professional learning targets for the following year.	At times, uses evaluation data to determine professional learning targets for the following year.	Does not use evaluation data to determine professional learning targets for the following year.
<b>Data Collection Plan: Facilitator</b>			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback forms	1x/workshop	Professional Learning Provider

2. Participants' Learning	Embedded formative/summative assessments, reflections, simulations and demonstrations	1x/workshop	Varies by professional learning
3. Organizational Supports	Coaching and mentoring, virtual support	As needed	Varies by professional learning
4. Participants' Practice	BCPS PL Survey (facilitator questions)	1x/year	PDSS Department
5. Student Outcomes	Demonstrates an understanding of methods to monitor impacts on student outcomes, performance assessments	1x/year	Varies by professional learning

## 2. Professional Learning Provider

**Desired Outcome 2.1** Professional Learning Provider plans to research, analyze, and identify needs aligned with district goals to improve (teacher) practice and impact outcomes of their position and responsibilities in the form of a Professional Learning Plan, in alignment with the BCPS PL System and the Guskey Evaluation protocol.

### Planning Performance Indicators

Level 4	Level 3	Level 2	Level 1
Administrator/ Supervisor analyzes data and identifies PL needs of student and participants.	Administrator/ Supervisor reviews data and discusses needs of student and participants.	Administrator/ Supervisor reviews data of student and participants.	Administrator/ Supervisor does not analyze, review, or discuss data needs of student and participants.
Identifies strengths and areas of targeted growth to develop, monitor and implement an effective professional learning Plan to positively impact practice and student achievement as determined by data trends, Strategic Achievement Plan, district priority initiatives, school improvement plans,	Creates professional learning Plan but uses it intermittently to guide professional growth.	Creates a Professional Learning Plan but using a format that is inconsistent across the District.	Does not plan professional learning or there is no process in place to allow for planning professional learning.

and professional growth plans.			
Administrator/ Supervisor creates a yearlong professional learning Plan based on the identified needs aligned with Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.	Administrator/ Supervisor establishes a professional learning Team that meets to create a professional learning Plan based on the identified needs aligned with Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.	Administrator/ Supervisor establishes a professional learning Team that meets to create a professional learning Plan based on the identified needs.	Team or professional learning Team performs very cursory functions in the planning of professional learning for the year.
Administrator/ Supervisor consistently researches and determines who will best facilitate all online, face to face, and/or blended professional learning sitting under their master plans and innovation configurations and if providers will be internal providers or district providers.	Administrator/ Supervisor researches and determines who will best facilitate all online, face to face, and/or blended professional learning sitting under their master plans and innovation configurations and if providers will be internal providers or district providers.	Administrator/ Supervisor determines if providers are internal providers or district/providers.	Administrator/ Supervisor does not determine if providers are internal or district providers or performs very cursory functions in the selection of providers to be used.
<b>2.2 Desired Outcome:</b> Professional Learning Provider supports online, face to face, and/or blended professional learning with time and opportunity to implement best practices and research-based methodologies in the form of coaching/resources needed to apply the new learning, in alignment with the BCPS PL System and the Guskey Evaluation protocol.			
<b>Implementing Performance Indicators</b>			
Level 4	Level 3	Level 2	Level 1
Administrator/ Supervisor consistently supports staff with time and	Administrator/ Supervisor supports PLCs but allows interruptions or cancellations of PLC time.	Administrator/ Supervisor supports time and	Administrator/ Supervisor does not support time and

opportunity to participants in needed online, face to face, and/or blended professional learning		opportunity to attend workshops.	opportunity to attend PLCs or workshops.
Administrator/ Supervisor supports involvement in yearlong PLCs, which meet according to an established schedule.	Administrator/ Supervisor supports PLCs but allows interruptions or cancellations of PLC time.	Administrator/ Supervisor supports time and opportunity to attend workshops.	support time and opportunity to attend PLCs or workshops.
Administrator/ Supervisor provides resources needed to fully participate in online, face to face, and/or blended professional learning, within budget constraints.	Administrator/ Supervisor provides limited resources to support online, face to face, and/or blended professional learning, within budget constraints.	Administrator/ Supervisor occasionally provides resources to support professional learning.	Administrator/ Supervisor does not provide resources to support professional learning.
Administrator/ Supervisor consistently meets monthly to monitor the implementation of the professional learning Plan.	professional learning/Department Team meets monthly to monitor the implementation of the professional learning Plan.	professional learning/Department Team occasionally meets monthly to monitor the implementation of the professional learning Plan.	professional learning/Department Team occasionally meets monthly to monitor the implementation of the professional learning Plan.
Administrator/ Supervisor consistently provides support until mastery, for all participants through coaching by a designated person.	Administrator/ Supervisor provides support until mastery, for all participants through coaching by a designated person.	Administrator/ Supervisor provides support for all participants through coaching by a designated person.	Administrator/ Supervisor does not provide support through coaching.
Administrator/ Supervisor consistently meets a minimum of twice per quarter, to monitor the implementation of the professional	Administrator/ Supervisor meets a minimum of twice per quarter, to monitor the implementation of the professional learning Plan.	Administrator/ Supervisor meets a minimum of once per quarter, to monitor the implementation of the professional learning Plan.	Administrator/ Supervisor does not meet to monitor the implementation of the professional learning Plan.

**2.3 Desired Outcome:** Professional Learning Provider evaluates online, face to face, and/or blended Professional Learning for its effectiveness to reach the desired outcomes of the Master Plan/Innovation Configuration/Program to which it is linked and to student achievement or customer satisfaction, in alignment with the BCPS PL System and the Guskey Evaluation protocol.

Evaluating Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Administrator/ Supervisor creates an established timeline for monitoring, supporting, and evaluating the implementation of the professional learning and implementation of the professional learning Plan.	Administrator/ Supervisor creates an established timeline for monitoring and supporting the implementation of the professional learning and implementation of the professional learning Plan.	Administrator/ Supervisor creates a timeline for monitoring the implementation of the professional learning	Administrator/ Supervisor does not have an established timeline for monitoring the implementation of the professional learning.
Administrator/ Supervisor supports involvement in yearlong PLCs, which meet according to an established schedule.	Administrator/ Supervisor supports PLCs but allows interruptions or cancellations of PLC time.	Administrator/ Supervisor supports time and opportunity to attend workshops.	support time and opportunity to attend PLCs or workshops.
Administrator/ Supervisor consistently meets twice per quarter, to review the data collected on fidelity of implementation and the evaluation of all activities on the Professional Learning Plan.	Administrator/ Supervisor consistently meets twice per quarter, to review the data collected on fidelity of implementation and the evaluation of all activities on the Professional Learning Plan.	Administrator/ Supervisor meets a minimum of once per quarter, to review the data collected on fidelity of implementation of all activities on the Professional Learning Plan.	Administrator/ Supervisor does not meet to review the data collected on fidelity of implementation of all activities on the Professional Learning Plan.
Administrator/ Supervisor consistently makes adjustments as needed to the professional learning Plan or specific online, face to face, and/or blended professional learning, based on implementation data.	Administrator/ Supervisor adjusts as needed to the professional learning Plan or specific online, face to face, and/or blended professional learning, based on implementation data.	Administrator/ Supervisor occasionally makes adjustments as needed to the professional learning Plan or specific professional learning, based on implementation data.	Administrator/ Supervisor does not make adjustments as needed to the professional learning Plan or specific professional learning.



Data Collection Plan: Professional Learning Provider			
Level of Measurement	Instrument Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback forms	1x/workshop	Professional Learning Provider
2. Participants' Learning	Embedded formative/summative assessments, reflections, simulations and demonstrations		
		1x/workshop	Varies by professional learning
3. Organizational Supports	Coaching and mentoring, virtual support	As needed	Varies by professional learning
4. Participants' Practice	BCPS PL Fall/Spring Survey, Evaluation meetings	2x/year	PDSS Department
5. Student Outcomes	Monitor student assessment indicators from 3-year Strategic Plan	1x/year	Professional Learning Provider
Level 1. Participant Reactions			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Facilitator	LAB Surveys	LAB Surveys	
Professional Learning Provider	LAB Surveys, Professional Learning Plan Review	Professional Learning Plan Needs Assessment	
Level 2. Participant Learning			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Facilitator	Performance based and written assessments embedded into professional learning	Summary of results of embedded assessment	
Professional Learning Provider			
Level 3. Organizational Support			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Facilitator	Coaching/mentoring support logs	Coaching/mentoring support logs	
Level 4. Participants' Use of New Knowledge and Skills			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Facilitator	BCPS Fall PL Survey	BCPS Spring PL Survey	
Professional learning Provider	BCPS Fall PL Survey, Mid-Year Evaluation Meeting	BCPS Spring PL Survey, EOY Evaluation Meeting	
Level 5. Participants' Use of New Knowledge and Skills			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Facilitator	Incorporate student outcome measures into design of each professional learning activity, monitor student assessment indicators from the district strategic plan		
Professional learning Provider			

