



MASTER PLAN

Broward County Public Schools

Professional Learning System

2019

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Overview

The Broward County Public Schools Professional Learning System delineates the rules for professional learning for all stakeholders, along with rules for the Master In-Service Plan (BCPS Professional Learning System, Appendix D). The rules are divided into four sections: Planning, Learning Implementing and Evaluating. Each section contains specific rules and when all rules come together, the result is quality professional learning for all participants. The implementation of the System is monitored using the Broward County Public Schools Professional Learning System Master Plan. Full implementation of the system will occur over three years (2016 – 2019) using a process of continuous improvement and data-driven decisions.

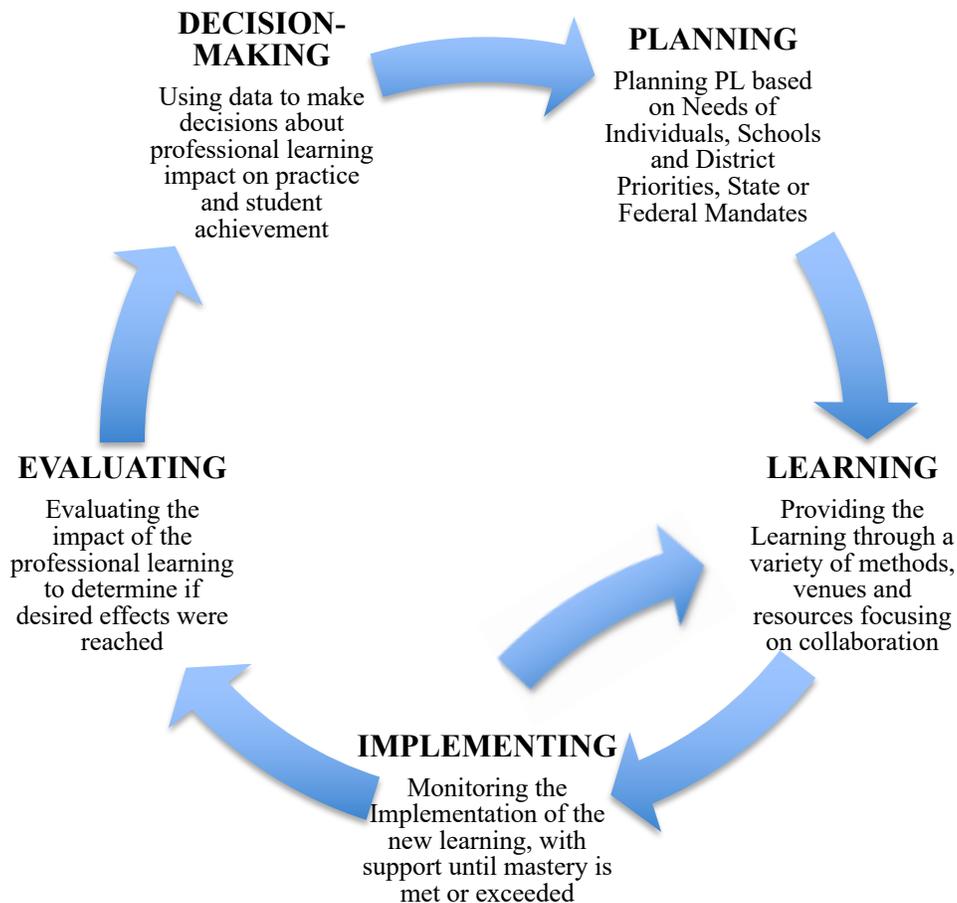


Figure 1. Cycle of Continuous Improvement of Professional Learning

I. Planning Rules

Guiding question: What needs assessments must occur to identify and plan PL for individuals?

The overarching purpose of planning is to identify the performance gaps between current levels of performance and desired outcomes or expectations. Through planning, we can maximize the investment of professional learning resources (time, materials, equipment, human talent, and technology) to reach those intended outcomes for specific target audiences. Planning helps identify and determine professional

learning decisions to maximize impact. Planning identifies present level of performance and supports the development of a plan of action to move the target audience towards desired outcomes.

Planning rules help to identify and determine professional learning decisions. A major component of the planning process is the dialog between individual and administrator about identifying learning goals. Individual plans are used to formulate a plan for the entire school or department and is aligned to the School Improvement Plan or Department Goals. Based on identified professional needs, district strategic plan, and other identified needs, the district generates a district-wide Professional Learning System and Master In-Service Plan aligned to the Florida Protocol Standards. Specifics on how the following rules will be executed are found in the Annual Notices section of the Professional Development Standards and Support website.

II. Learning and Implementing Rules

Guiding question: What is the quality of the professional learning in which individuals participate and to what extent do individuals apply the skills and knowledge gained through the professional learning?

Participants' professional learning is applied in the context of professional practice and is designed to be participatory and collaborative in nature. Broward County Public Schools strongly supports Professional Learning Communities as the primary method for providing professional learning to school-based staff and others. Professional Learning is content-focused, inclusive of a variety of learning strategies, sustained, monitored, supported over time, and incorporates appropriate use of technology. Quality professional learning applies research-based adult learning practices and the Standards for Professional Learning (see <https://learningforward.org/standards>).

Professional learning is sustained, supported, monitored and rigorous so that it can lead to classroom or workplace implementation of quality learning with fidelity to maximize the potential for improvements in student achievement. The District recognizes and supports professional learning as the key strategy for improving instructional personnel practice and student outcomes.

Implementation is the transfer of the learning from the professional learning experience to the work setting. Fidelity in implementation that changes practice occurs over time and requires support for and monitoring of implementation to embed the new learning into practice. Professional Learning Providers identify instructional specialists to provide continuous support, modeling and mentoring for participants during implementation. The District has a redesigned coaching credential initiative whereby school and district-based individuals deploy skilled coaches and mentors to provide support and assistance to participants/learners with the implementation of new learning. PL Providers use Statutory and Administrative Rule guidelines, Florida Professional Development Protocol Standards, Learning Forward Professional Development Standards, District Policy and quality professional learning outlined in the 2018/19 BCPS PL System document.

III. Evaluating Rules

Guiding question: How can we document the connection between professional learning, when applied as intended, to improvements in student learning or job performance?

Evaluation of professional learning requires gathering various data sources including but not limited to formative and summative data on the fidelity of implementation and eventual impact on participants' performance and student outcomes. A mixed-methods approach using qualitative and quantitative evaluation measures is used to measure impact on teacher practices and student outcomes. Individuals are tasked with evaluating their individual learning plans and to discover the degree of fidelity of implementation of the plan, the changes in practice as a result of the learning, and the impact on student learning or job performance.

All BCPS PL Providers collaborate with the Department of Professional Development Standards and Support to review their Master Plans and Innovation Configurations for degree of fidelity of implementation and impact on learner practice and student outcomes at least bi-annually, through a mid-year and end-of-year review process. Without knowledge of the degree to which learning is implemented, the contribution to any impact on teacher practice or student outcomes cannot be verified. Evaluation results are used to guide decisions about organizational support and changes that are needed to enhance instruction and leadership and communicate to parents, the community, and other districts about the successes and challenges of the Professional Learning System. Embedded in all Master Plans, Innovation Configurations and Activity Proposals are Evaluation Plans aligned with Guskey's Five Critical Levels of Professional Development.

Needs Assessment

This needs assessment will report progress toward our BCPS Strategic Achievement Plan as supported by our BCPS Professional Learning System Master Plan with the goals listed below.

Objective 1: Standards-based Professional Learning. To offer valuable, impactful, and relevant adult learning experiences that are aligned with PL Standards and result in improved student achievement.

Objective 2: Building Capacity. To develop the skills of the District's PD providers and facilitators to engage in a continuous cycle of improvement to plan, implement, and evaluate professional learning.

Objective 3: Cohesive Support. To collaborate with all District departments to provide a cohesive circle of support for school administrators and teachers to improve student achievement.

Objective 4: PD Management System. To provide efficient and effective systems that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning.

Objective 5: Learning Communities. To support Professional Learning Communities with the resources, tools, and skills they need to authentically and effectively improve student achievement.

Objective 6: Evaluation and Monitoring. To ensure effective evaluation that

allows PD providers to measure and monitor the PD implementation, changes in teacher practice, and student outcomes.

PL Survey Methods

Each year, to assess the professional development needs of the District, PDSS invites all staff to provide feedback through an anonymous Professional Learning Survey (PL Survey). All employees received the 2018 PL Survey via a BCPS Alert. The 2018 PL Survey was available from May 31, 2018 through June 26, 2018. The PL Survey received responses from 3,273 out of approximately 27,000 full-time staff, for an overall margin of error of one percent. This is a 38 percent increase in respondents over 2017, in which there were 2,379 responses and an overall margin of error of two percent. Participants indicated their PL role and answered questions pertinent to that role. In 2018, 90 percent of respondents were PL participants, of whom about three-quarters were instructional staff and one-quarter were non-instructional staff. The remainder were PL facilitators, School-based Administrators, or District PL providers. Respondents' roles are summarized in Table 1, below.

Table 1

Numbers and roles of PL Survey respondents, 2017 and 2018

Professional Learning Role	2018	2017
Participant – Instructional	2,178	1,689
Participant – Non-Instructional	754	456
Facilitator	146	95
School-based Administrator	132	80
District PL Provider	63	59
All Roles	3,273	2,379

Instructional PL Participants further indicated the grade level range or school type that they teach. Representation by grade level range and school type in the sample of respondents was similar in proportion to the total number of instructional staff who are employed at each. Most of the respondents who indicated “Other” indicated a grade range, such as K–5, that was not listed. See Table 2, below.

Table 2

Grade level range/school type reported by instructional staff and school-based administrators

Grade Level/School Type	School-based Administrator	Instructional Participant
Pre-K/Head Start	—	4%
Grades K–2	24%	18%
Grades 3–5	24%	19%
Grades 6–8	15%	19%
Grades 9–12	25%	25%
Technical College	4%	3%
Center	4%	2%
Community School	2%	<1%
Other	1%	9%

From 2017 to 2018, the number of survey responses from non-instructional personnel increased by 65 percent. Non-instructional PL participants were asked to indicate the job category that best describes their

position. In 2018, the largest groups of non-instructional respondents were Office Support Personnel (35 percent), Education Support Personnel (28 percent), Technical Support Professionals (8 percent). In both years, there were fewer responses from personnel groups that typically have less frequent access to technology at the job site. See Table 3 below.

Table 3

Area that best describes position of Non-Instructional PL Participants

Area	2018	2017
Office Support Personnel	35%	42%
Education Support Professional	28%	28%
Technical Support Professionals	8%	7%
Technology Systems and Operations	6%	2%
Facilities Servicepersons	3%	5%
Physical Plant Operations	<1%	1%
Food and Nutrition Servicepersons	<1%	0%
Special Investigative Unit	<1%	<1%
Transportation	<1%	1%
Other	16%	12%

The needs assessment on the following pages is informed by multiple data sources, including the results of the PL Survey, data reports generated by the PD management system, and feedback from participants in specific activities designed to develop the capacity of District PL providers and facilitators.

Objective 1: Standards-based Professional Learning

To offer valuable, impactful, and relevant adult learning experiences that are aligned with Professional Learning Standards and result in improved student achievement.

The Department of Professional Development Standards and Support (PDSS) has worked closely with District Professional Learning Providers and Facilitators to develop their understanding of and support their application the National Professional Development Standards, published by Learning Forward and adopted by the State of Florida, in the planning, implementation and evaluation of professional learning. The survey asked District PD Providers to indicate how often their department applies the seven standards-based practices to professional learning. The standard most commonly rated as *Occasionally* or *Consistently* was “Resources: We ensure that resources are incorporated into learning sessions to make successful implementation possible” (96 percent). The standards most often ranked *Rarely* or *Never* were “Leadership: We coordinate our efforts with school-based leaders to create support systems for professional learning” (23 percent) and Outcomes: We focus activity objectives on the teacher performance indicators and student outcomes within the Master Plan/Innovation Configuration” (23 percent). See Figure 1, below.

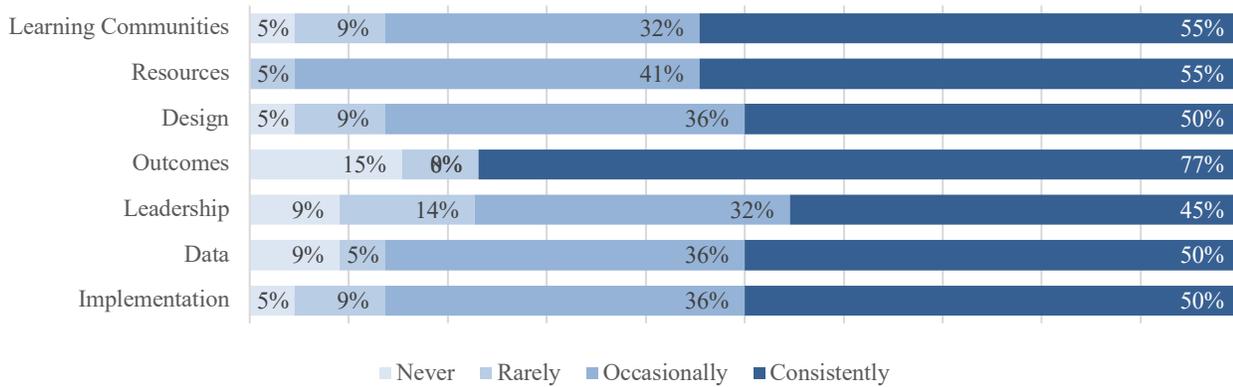


Figure 1. Standards-based PL practices reported by PL Providers.

Similarly, PL Facilitators used a four-point Likert scale to rate their application of standards-based PL practices when presenting professional learning activities. Over 99 percent reported that they *Occasionally* or *Frequently* provided “Resources: I ensure that resources are incorporated into learning sessions to make successful implementation possible” (99 percent). See Figure 2, below.

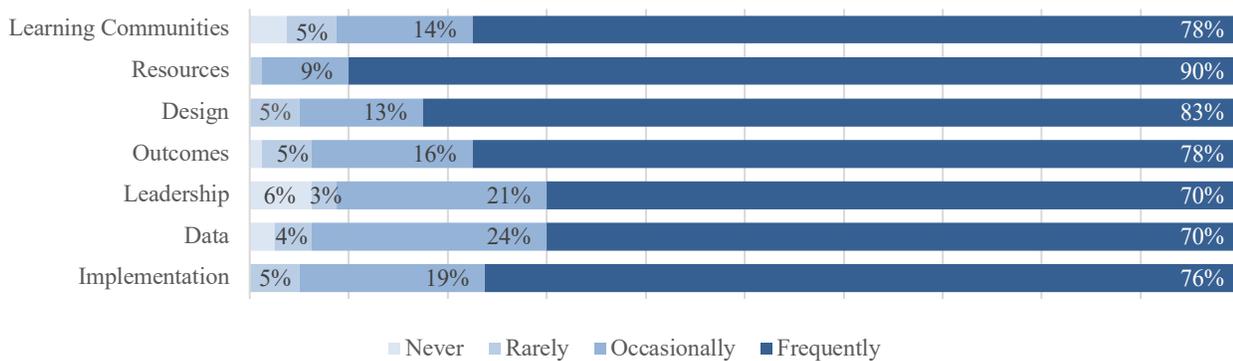


Figure 2. Standards-based PL practices reported by PL Facilitators.

As part of the Professional Learning System, PDSS measured how often learners engaged in practices known to positively impact implementation learning. A four-point Likert scale, from *Frequently* to *Never*, was used. Of the practices measured, the item most rated as *Frequently* was “Collaborate with other teachers to align professional learning with implementation” (68 percent). See Figure 3, below.



Figure 3. Implementation practices reported by PL Participants.

School-based administrators were asked how often the teachers at their school engage in each of six PL practices, using a four-point Likert scale to indicate the frequency. The practices most commonly reported as *Occasionally* or *Consistently* were “We engage in collaborative learning communities” (100 percent) and “We plan PL to support the desired outcomes of the School Improvement Plan” (99 percent). For more details, see Figure 4, below.

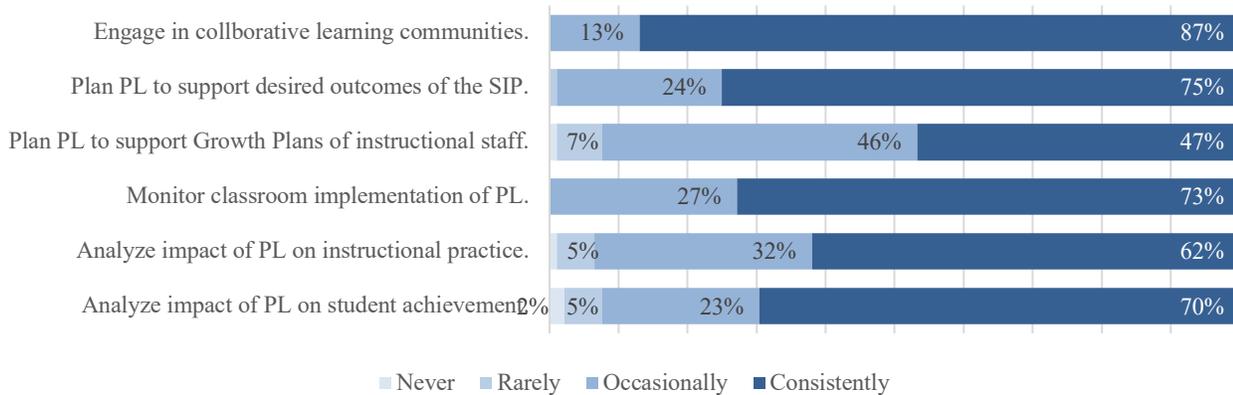


Figure 4. PL practices reported by School-based Administrators.

Non-instructional PL Participants were asked how often they engaged in professional learning or training practices, on a four-point Likert scale from *Frequently* to *Never*. The practices most commonly rated as *Frequently* were “I implement new learning into my work duties” (66 percent), “I use PL to positively impact the outcomes of my position” (57 percent), and “I use PL to improve my job performance” (56 percent). See Figure 5, below.

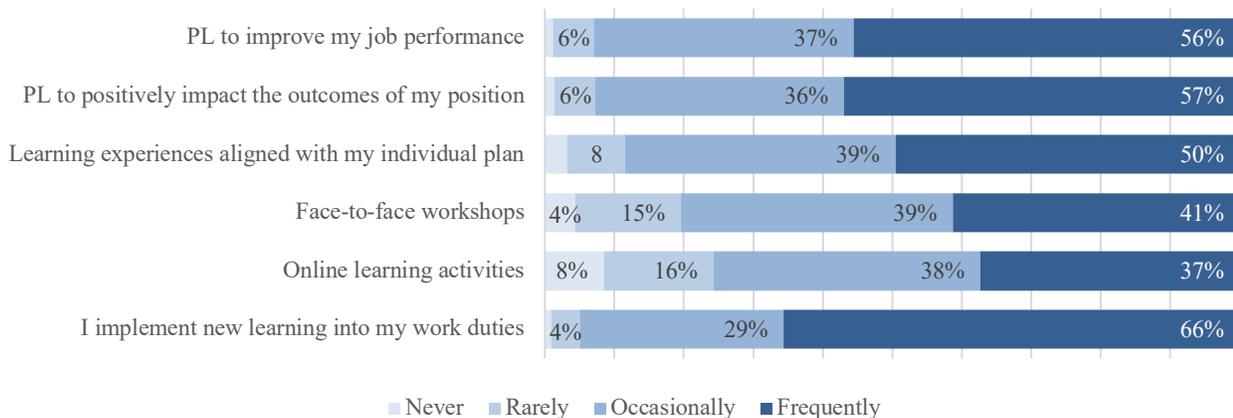


Figure 5. PL practices reported by Non-Instructional Participants.

Objective 2: Building Capacity

To develop the skills of the District’s PD providers and facilitators to engage in a continuous cycle of improvement to plan, implement, and evaluate professional learning.

In 2017 – 2018, the Department of Professional Development Standards and Support (PDSS) organized processes, courses, and groups to develop the facilitation skills of BCPS PL Facilitators, to increase the capacity and impact of the District. In the PL Survey, PL Facilitators specified one or more activities that they completed during the year in support of their facilitation skills. The activities indicated most frequently were Facilitating PLCs (54 percent) and Facilitating BCPS PD (39 percent). See Table 4, below.

Table 4

Facilitation-related activities completed by survey respondents

Activity	%
Facilitating PLCs	54%
Facilitating BCPS PD	39%
PL Facilitator Application Process	23%
NTC Designing and Presenting PD	21%
Facilitating BVU in Canvas	14%
21 st Century Learner Facilitator	11%
Standards Task Force	4%
Other	18%

Throughout the year, PDSS collaborated with other District departments to design multi-tiered professional learning models that empower teachers to lead by developing their facilitation skills and providing them the resources and organizational structures needed to bring professional learning to broader audiences and bring innovations to scale. The models included are listed in Table 5, below.

Table 5

Models for Building Teacher Leadership and Capacity

Model	Department
BCPS Professional Learning Facilitators	Professional Development Standards and Support
Professional Learning Community (PLC) Facilitators	Professional Development Standards and Support
Broward Virtual University Facilitators	Professional Development Standards and Support
Standards Task Force	PDSS & TPLG
Elementary Learning PL Facilitator	Elementary Learning
Literacy PL Facilitators	Literacy
Peer, Lead and Master Teachers	Coaching & Induction
Keystones Task Force	Teacher Professional Learning and Growth
Social and Emotional Learning Liaisons	Diversity, Prevention & Intervention
Equity Liaisons	Equity & Academic Attainment
Canvasador Trainers	Innovative Learning
Microsoft Innovative Educator Trainers	Innovative Learning
Technology Integration Matrix (TIM) Observers	Innovative Learning

Each professional learning model listed in the table is described below and on the following pages.

BCPS Professional Learning Facilitators. PDSS staff provided professional learning to increase the effectiveness of the design and facilitation of BCPS Professional Development, as well as the measurement of its impact and implementation.

Professional Learning Community (PLC) Facilitators. PDSS engaged participants in professional learning that explores the effective foundational structures of authentic Professional Learning

Communities and the role of the facilitator.

Broward Virtual University Facilitators. To provide staff the opportunity to complete state add-on endorsements in Reading, Gifted, ESOL and Athletic Coaching, PDSS has developed the capacity of facilitators to apply best practices for adult learning toward the development and facilitation of online courses in the District’s learning management system, Canvas.

Standards Task Force. Standards Task Force members completed a Train-the-Trainer Standards Professional Development and Facilitating session designed to build capacity in the effective delivery of standards-based instruction.

Elementary Learning: Professional Learning Facilitators. The Elementary Learning Department implemented a process to identify teacher leaders to assist with the facilitation of high-quality professional learning courses beginning in May 2018.

Literacy PL Facilitators. The Literacy Department implements a process to identify teacher leaders to assist with the facilitation of high-quality professional learning.

Peer, Lead and Master Teachers. This model of professional growth pathway enables teacher leaders to take part in professional learning that is progressively more content-focused and tailored to the students’ performance data at the individual school site.

Keystones Task Force. Keystones are Broward County’s newly designed performance tasks. Keystones are authentic, engaging, high-quality, standards-based, formative instruction tasks, interdisciplinary in nature, that inspire students to apply learning to genuine contexts, based on classroom curriculum.

SEL Liaisons. Each school has selected a school-based social and emotional learning (SEL) liaison to support and develop capacity for the District’s social and emotional learning goals.

Equity Liaisons. In 2018, 305 teachers, instructional support staff, district instructional support staff, school-based administrators & district-based administrators have been trained to become district Equity Liaisons.

Canvasador Trainers. The Innovative Learning Department is dedicated to training classroom teachers in developing engaging and relevant Canvas Blended Learning Courses that personalize the learning environment while preparing K-12 students for college, career, the workforce and life.

Microsoft Innovative Educator (MIE) Trainers. MIE programs are designed to support and develop teacher leaders along a continuum designed to support the integration of Microsoft tools into the classroom to provide, develop and support educational innovations for all learners.

Technology Integration Matrix Observers (TIM Observers). Teacher leaders have been trained to use a standards-based rubric to determine how technology is being implemented in classrooms across five levels: Entry, Adoption, Adaptation, Infusion and Transformation, and across five characteristics of meaningful learning environments: Constructive, Collaborative, Goal Directed, Active, and Authentic.

To increase the District’s goal for maximizing the total of highly effective teachers in classrooms, the District provides staff the opportunity to participate in online classes toward four state add-on endorsements through Broward Virtual University (BVU), managed by PDSS. In response to a reduction in program funding and to ensure an increase in completion rates, BVU implemented a registration fee

reimbursable upon completion of all course requirements. This change led an increase in completion rates from 65 percent to 79 percent. See Table 12, below.

Table 12

BVU enrollment, completion, and completion rates, 2016 – 2017 and 2017 – 2018

Endorsement	2018 Completion Rate	2017 Completion Rate
ESOL	86%	68%
Gifted	84%	68%
Reading	64%	55%
Total	79%	65%

Objective 3: Cohesive Support

To collaborate with all District departments to provide a cohesive circle of support for school administrators and teachers to improve student achievement.

In the 2017 – 2018 School Year, PDSS collaborated with District staff to identify professional learning priorities that are aligned with the BCPS Strategic Plan, school-based school improvement plans, district priority initiatives and teacher voice. These priorities were driven by the 2017 PL Survey as well as the BCPS Strategic Plan.

To assess the priorities of instructional and administrative staff, the PL Survey asked instructional staff to identify the strategies for which they are seeking professional learning and asked school administrators to identify strategies for which teachers at their school need professional learning. Teachers prioritized “Teaching and learning through digital technology integration” (59 percent); they also expressed a need for “Curriculum and content in support of standards-based instruction” (51 percent). Administrators’ top two priorities were the same, with technology integration at 64 percent and curriculum and content at 81 percent. Fifty-five (55) percent of administrators and 35 percent of teachers identified “Effective approaches to social and emotional learning” as a need. See responses in Table 6, below.

Table 6

Teacher and administrator selected professional learning preferences

Strategy	Instructional Staff		School Administrators	
	2018	2017	2018	2017
Teaching and learning through digital technology Integration	50%	59%	46%	64%
Curriculum and content in support of standards-based instruction	49%	51%	78%	81%
Positive behavior interventions to assist students to prevent or de-escalate behavioral challenges	49%	*	53%	*
Effective approaches to social and emotional learning	38%	35%	59%	55%

Culturally responsive practices to effectively teach a racially, economically, and culturally diverse student population	29%	*	54%	*
Facilitation of authentic Professional Learning Communities	19%	27%	49%	50%
Communicating about Innovative Magnet Programs	8%	14%	5%	9%

* Item not available on 2017 survey.

In response to the 2017 PL Survey results, see a summary of professional learning conducted in support of each Master Plan and Innovation Configuration below, see Table 7 on the following page.

Table 7

Professional learning summary, 2017 – 2018.

Innovation Configuration or Master Plan (48 active)	Course Titles	Participants Completions*	In-service Points
Applied Learning - Fine Arts	2	21	176
Applied Learning - STEM & Computer Science	15	230	10,906
Athletic Coaching Add-on Endorsement	3	83	4,980
BCPS PL System	3	141	96
Before and After School Child Care	3	380	7,594
BrIDGES Instructional	7	252	3,692
BrIDGES Observers	6	281	2,072
BRITE SAP Training	11	479	5,007
BTU - Effective Teaching	6	89	3,008
Career, Technical, Adult, and Community Education	20	404	6,539
Coaching and Induction	15	2,231	34,404
Compliance	5	372	2,223
Digital Learning Curriculum Integration	24	6,010	87,246
Dual Language*	4	64	2,048
Elementary Learning	34	2,281	28,453
Environmental Health and Safety*	1	74	444
ESE Senate Bill 1108	40	4,015	62,057
ESOL	19	1,964	88,381
Exceptional Student Learning Support	40	3,320	52,532
Facilities Service Persons Program	7	978	4,960
Food and Nutrition Management	2	38	380
Food and Nutrition Services	8	1,143	17,300
Gifted State Endorsement	5	895	53,700
Head Start/Early Intervention	15	450	6,186
Innovative Programs	4	203	2,561
Instructional Tech for 21st Century	6	231	2,116
Journey to Authentic PLCs	9	908	12,437
Junior Reserve Officer Training Corps (JROTC)	3	23	834
Leadership Development	21	2,038	26,116
Library Media	4	97	920
Literacy	3	1,038	10,784
Local Advanced Placement Credentialing	2	3	96
Non-Instructional Leadership Development	7	112	1,036
Office Support Personnel	22	804	8,513
Psychological Services	5	455	2,483
Reading State Endorsement	6	499	29,940
School Counseling K-Adult	2	219	3,606
Secondary Language Arts	12	352	8,560
Secondary Mathematics	4	229	5,744
Secondary Science	10	281	4,986
Secondary Social Studies	13	343	4,788
Social and Emotional Learning	6	762	6,944
Software Application	7	45	1,179
Student Services	7	576	5,016
Student Support Initiatives	24	2,891	18,155
Teacher Preparation*	2	682	17,667
Technology Systems & Operations	36	2,549	8,947
Title I Migrant and Special Programs*	2	128	1,661
World Languages	8	288	3,468
Total	520	41,951	672,941

* Individuals may complete multiple activities within a year.

Objective 4: Support Systems

To provide efficient and effective systems that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning.

The PL Survey asked teachers and administrators how they seek and discover PL opportunities. “MyLearningPlan catalog search” was either the first or second choice for all groups. “BCPS Alert” was also frequently cited by all groups. See Table 8, below.

Table 8

Learner identified method of learning about PL opportunities

Method	Instructional Participants	School Administrators	District PL Facilitators	District PL Providers
MyLearningPlan catalog search	63%	62%	48%	68%
BCPS Alert	47%	62%	65%	50%
Principal/AP recommendation	42%	77%	28%	59%
Peer teacher recommendation	42%	43%	38%	50%
District staff recommendation	26%	30%	33%	36%
Other	8%	5%	11%	32%

Instructional and non-instructional participants indicated their preferred learning format: Face-to-face, Online, or Blended. The most popular format among instructional participants was Face-to-face (42 percent), while non-instructional participants favored Blended learning (45 percent). Online learning was the least preferred method among all respondents and was less favored by instructional participants (15 percent) than non-instructional participants (21 percent). See Table 10, below.

Table 10

Preferred learning format

Format	Instructional Participants	Non-instructional Participants
Face-to-face, in-person meetings	42%	34%
Online learning	15%	21%
Blended learning (combination of both)	34%	45%

To identify supports and barriers to participation, non-instructional staff were asked to indicate which factors helped them successfully engage in training, as well as which factors may have prevented them from fully participating. About two-thirds of respondents indicated convenient time and location as supportive factors (68 and 63 percent, respectively). Similarly, most respondents indicated *inconvenient* time and location as *barriers* to participation (65 and 50 percent, respectively). See Table 11, below.

In response to changes in the management processes for BVU endorsement courses, instructional participants were asked to rate their overall level of satisfaction with the BVU user experience. Among respondents, 91 percent of participants were *Satisfied* (40 percent) or *Very Satisfied* (37 percent). See Table 13, below.

Table 13

Satisfaction with BVU user experience

Format	Instructional Participants
Very satisfied	37%
Satisfied	40%
Neither satisfied nor dissatisfied	11%
Dissatisfied	4%
Very dissatisfied	<1%

Objective 5: Learning Communities

To support Professional Learning Communities with the resources, tools, and skills they need to authentically and effectively improve student achievement.

In Broward Schools, PLCs are Best Practice #1. PLC-based professional learning takes place in all grades and across all subject areas. Teacher teams use student data to develop and maximize the use of proven high-effect strategies. In 2017 – 2018, PDSS provided 44 sessions to develop the capacity of teacher leaders serving as IFs (one per school) and PLC Facilitators (one per PLC). (see Table 14).

Table 14

Professional learning activities in support of authentic PLCs

Course Title	Sessions	Completed Participants
IF Orientation — First Year	8	167
IF Orientation — Veteran	3	107
IF PLC End of Year Close Out	16	397
Facilitating Authentic BCPS PLCs	13	398
Facilitating Authentic District Department PLCs	2	33
Total	42	1,102

To monitor alignment to the District’s Strategic Achievement Plan, School Improvement Plans, and district priority initiatives PDSS reports on PLC focus areas. In the 2017 – 2018 School Year, PDSS supported 2,448 PLCs, including 2,059 PLCs at BCPS schools, 286 PLCs at charter schools, and 103 District-organized PLCs. Within SBBC schools, there were 971 elementary school, 418 middle school, 542 high school, 119 center, and 9 community school PLCs. The most common topics reflected the subject areas most taught: ELA (979), mathematics (324), science (183), and social studies (169) and reading (115), as well as innovative interdisciplinary approaches (149). See Table 15, below.

Table 15

PLCs by focus area and school type, 2017 – 2018

Area of Focus	Elem. School	Middle School	High School	Center	Community School	District PLC	Charter PLC	Total
English Lang. Arts	651	78	79	23	2	28	118	979
Mathematics	114	68	83	6		7	46	324
Science	21	67	61	7		10	17	183
Social Studies	2	70	72	4		5	16	169
Interdisciplinary	73	7	12	10	1	11	35	149
Reading	41	39	10	2		2	21	115
Support/Counseling	3	10	35	18	1	15	3	85
CTACE	5	12	41	17	3	5	1	84
ESE	10	22	30	6		6	1	75
Pedagogy	2	15	20	13	1	2	2	55
Specials/Electives	13	16	3	4	1	2	15	54
Fine Arts		8	25	1		1	4	39
Literacy	24		10	1		2	1	38
World Languages		4	23	1		2	4	34
Adv. Academics			17	1		2	1	21
PE/JROTC		1	19				1	21
Pre-K	8			1		1		10
SEL	4	1	1	2				8
Equity			1	2		2		5
Total	971	418	542	119	9	103	286	2448

Over 14,100 staff at BCPS and charter schools participated in at least one Professional Learning Community (PLC). PDSS recorded 16,511 completions in 2017 – 2018. PLC completions by focus area and school type are listed in table 16, on the following page.

Table 16

PLC completion by focus area and school type, 2017 – 2018

Area of Focus	Elem. School	Middle School	High School	Center	Community School	District PLC	Charter PLC	Total
English Lang. Arts	4,666	530	492	170	14	194	834	6,900
Mathematics	780	416	421	45		38	313	2,013
Interdisciplinary	525	54	87	59	9	89	235	1,058
Science	127	371	348	51		58	90	1,045
Social Studies	9	393	402	29		17	89	939
Reading	278	246	56	12		11	144	747
Support/Counseling	23	55	222	142	12	147	27	628
CTACE	33	102	270	143	33	33	5	619
Pedagogy	20	139	179	105	18	52	13	526
ESE	50	155	187	45		57	4	498
Specials/Electives	67	132	17	31	8	15	102	372
Literacy	168		75	8		12	7	270
Fine Arts		66	153	6		5	22	252
World Languages		17	122	7		13	19	178
Adv. Academics			117	6		19	2	144
PE/JROTC		5	119				3	127
SEL	37	12	10	26				85
Pre-K	46			6		14		66
Equity			8	19		17		44
Total	6,829	2,693	3,285	910	94	791	1,909	16,511

Respondents were asked to indicate the frequency at which they engaged in each of five PLC practices, using a four-point Likert scale ranging from Consistently (applied at all meetings) to Never (not applied at any meeting). All items were rated as either Occasionally or Consistently by most participants, from 79 percent (Establish and focus on a common SMART Goal for student learning) to 90 percent (Consistently Engage in ongoing efforts to improve student outcomes through a cycle of continuous improvement). See Figure 6, below.

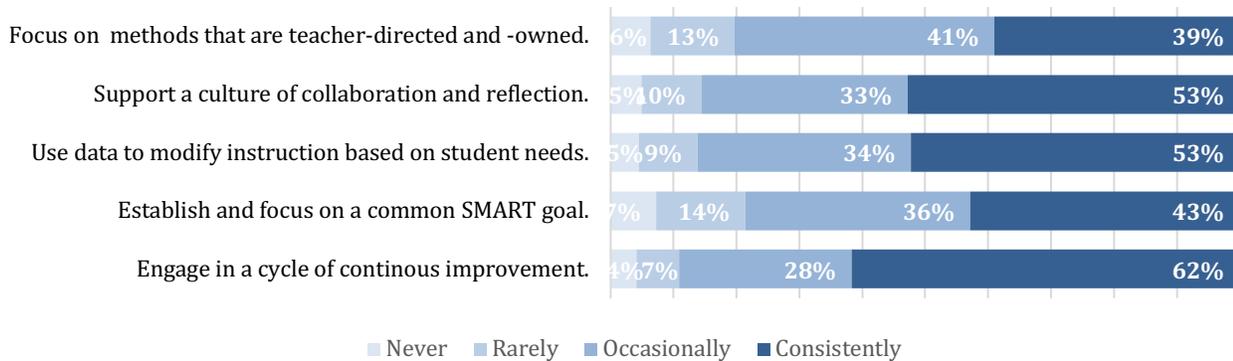


Figure 6. PLC practices reported by Instructional Participants.

Objective 6: Evaluation and Monitoring

To ensure effective evaluation that allows PD providers to measure and monitor the quality and fidelity of implementation, changes in teacher practice, and student outcomes.

As mandated by F. S. § 1012.98, PDSS supports and engages stakeholders in the professional development system. PDSS organizes and facilitates four meetings of the Professional Learning Coordinating Council (PLCC) for this purpose.

During the 2017 – 2018 school year, PDSS conducted four meetings for all stakeholders on September 5, November 2, February 8 and May 31. PDSS collaborated with PLCC members to set the following four goals for the year:

- Goal #1: Keep Master Plans or Innovation Configurations relevant and current, based on the Mid- and End-of-Year Data Reviews.
- Goal #2: Provide information to address the common language of literacy in the design of my professional learning.
- Goal #3: Provide information and resources needed to support teachers with the extension of content-specific learning into their PLCs.
- Goal #4: Provide information to address the integration of technology in the design of my professional learning.

At the May meeting, PDSS surveyed PLCC participants regarding the structure and content of meetings. All respondents Agreed (50 percent) or Strongly Agreed (50 percent) that the PLCC was meaningful to their work as a PL Provider. Respondents unanimously indicated that they would like to continue to have four meetings as in prior years. When asked what aspects of the PLCC were meaningful to their work, members cited: a better understanding of their role in the process; networking and collaborating with others; modeling technology integration in PL; work with a common purpose and vision; and goal setting. Several members requested a fifth goal: To provide information and resources needed to plan and evaluate non-instructional professional learning.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Innovation Configuration.

Desired Outcomes and Performance Indicators

1.0 BCPS Professional Learning Facilitators			
1.1 Desired Outcome: Plan professional development to improve practice and impact outcomes of their position and responsibilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Utilize Master Plan or Innovation Configuration to determine and create a quantitative data-based statement of student and teacher learning needs.	Frequently use Master Plan or Innovation Configuration to determine a data-based statement of student and teacher learning needs.	Inconsistently use Master Plan or Innovation Configuration to determine a data-based statement of student and teacher learning needs.	Does not utilize Master Plan or Innovation Configuration to determine a data-based statement of student and teacher learning needs.
Identify specific learning outcomes that explicitly address that need for the activity, with observable and measurable objectives.	Specify intended PL outcomes that explicitly address the need for the activity, but outcomes are not measurable or observable.	Specify intended learning outcomes that are not designed to explicitly address the need for the activity.	Does not specify intended professional learning outcomes that explicitly address the need for the activity and are not observable or measurable.
Address learning outcomes at beginning of PD, with strategic follow-up activities to help identify participants who have met desired outcomes and those who need additional support.	Create PL follow-up activities that address outcomes and consistently monitor participants' submissions.	Create a PL 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.
Plan and prepare necessary resources. Inform participants in advance of materials or documents needed for the PD and engage participants in learning prior to the session.	Plan and prepare the necessary resources to conduct the PD and inform participants in advance of any materials or documents needed for the PD.	Plan and prepare the necessary resources to conduct the PD.	Facilitator inadequately prepared the resources necessary to conduct the PD.
Effectively manage the PL System of record use the functions of the system to support learning implementing and evaluation of professional learning.	Successfully and effectively manage the BCPS PL System of record.	The facilitator, at times, effectively manages the BCPS PL System of record.	Does not effectively manage the BCPS PL System of record.

1.2 Desired Outcome: Facilitator administers professional development **implementing** best practices and research-based methodologies to engage and enhance new learning.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Consistently engage in and apply research-based adult learning principles in all PD provided.	Engage in and applies research based adult learning principles in all PD provided.	At times, engage in and applies research based adult learning principles in all PD provided.	Do not engage in or applies research based adult learning principles in all PD provided.
Consistently administer formative assessments to gauge, interpret, and monitor new learning.	Administer formative assessments to gauge, interpret, and monitor new learning.	At times, administer formative assessments to gauge, interpret, and monitor new learning.	Rarely/never administer formative assessments to gauge, interpret, and monitor new learning.
Use information learned to clear misconceptions and adjust as needed.	Use information learned to clear misconceptions and adjust as needed.	Use information learned to clear misconceptions and adjust as needed.	Do not use information learned to clear misconceptions.
Address different learning styles in the context of understanding common needs participants bring to learning experiences and adjust as needed.	Address different learning styles in the context of understanding common needs participants bring to learning experiences.	At times, address different learning styles in the context of understanding common needs participants bring to learning experiences.	Do not understand learning styles in the context of understanding common needs participants bring to learning experiences.
Consistently reflect on content personally; share key learning experiences with participants.	Reflect on content personally; share key learning experiences with participants.	At times, reflect on content personally; share key learning experiences with participants.	Rarely/never reflect on content personally or share learning experiences.
Understand and consistently implement Learning Forward PL Standards.	Understand and implements Learning Forward PL Standards.	At times, implement the Learning Forward PL Standards.	Rarely or never implements Learning Forward PL Standards.
Establish and effectively maintain productive presenter-audience relations that facilitates learning and engagement.	Establishes and maintains productive presenter-audience relations that facilitates learning and engagement.	At times, establish and maintain productive presenter-audience relations that facilitate learning and engagement.	Do not establish or maintain productive presenter-audience relations.
Model effective use of visuals, charts, and presentation designs that facilitate learning and address all learners.	Model use of visuals, charts, and presentation design that facilitates learning and addresses all learners.	At times, model effective use of visuals, charts, and presentation designs that facilitate learning and address all learners.	Do not model use of visuals, charts, or presentation design that facilitates learning and addresses all learners.

1.3 Desired Outcome: Facilitator evaluates professional development for its effectiveness to reach the desired outcomes of the Master Plan, Innovation Configuration, or Program to which it is linked and to student achievement or customer satisfaction.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Establish evaluation plan and consistently carry it out at least twice a year to ensure sustained learning is taking place during PD delivery, implementation of learning, and impacts on student learning.	Carry out evaluation plan at least twice a year to ensure sustained learning is taking place.	Complete an evaluation plan and occasionally carry it out to ensure sustained learning is taking place.	Have not yet established an evaluation plan.
Consistently measure the degree to which PL impacts participants' practice using formative and summative data.	Measure the degree to which professional learning impacts practice using formative and summative data.	At times, measure the degree to which PL impacted participants' practice using formative and summative data.	Do not yet measure the degree to which PL impacts participants' practice.
Use evaluation data to determine PD targets for the following year and makes changes to the PD session as needed.	Use evaluation data to determine PD targets for the following year.	At times, use evaluation data to determine PD targets for the following year.	Do not yet use evaluation data to determine PD targets for the following year.

Data Collection Plan: PL Facilitators			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback forms in PD Management System	1x/workshop	PD Providers
2. Participants' Learning	Facilitator Planning Guides	2x/year	PDSS Department
3. Organizational Supports	Record of PLCC Meetings	4x/year	PDSS Department
4. Participants' Practice	BCPS PL Survey of Facilitators and District PD Providers	2x/year	PDSS Department
5. Student Outcomes	Master Plans and ICs list relevant student outcome measures	2x/year	PDSS Department

2.0 Administrators/Supervisors of District Departments That Provide Professional Development

2.1 Desired Outcome: District PD 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 PD plan.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Analyze data and identify PD needs of students and participants.	Review data and discuss needs of students and participants.	Review data of students and participants.	Do not analyze, review, or discuss data needs of student and participants.
Identify strengths and areas of targeted growth to develop, monitor and implement an effective PD Plan to positively impact practice and student achievement as determined by data trends, Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.	Create PD Plans but uses them intermittently to guide professional growth.	Create PD plans but using a format that is inconsistent with the District’s standards.	Do not plan professional learning or there is no process in place to allow for planning professional learning.
Create a yearlong PD Plan based on the identified needs aligned with Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.	Establish a team that meets to create a PD Plan based on identified needs aligned with Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.	Establish a PD Team that meets to create a PD Plan based on the identified needs.	Has no PD Team or PD Team performs very cursory functions in the planning of PD for the year.
Consistently research and determine who will best facilitate all PD within their Master Plans and Innovation Configurations and whether providers will be internal providers or District providers.	Research and determine who will best facilitate all PD within their Master Plans and Innovation Configurations and whether providers will be internal providers or district providers.	Determine whether providers are internal providers or district/providers.	Does not determine whether providers are internal or district providers or performs very cursory functions in the selection of providers to be used.

2.2 Desired Outcome: Support professional development with time and opportunity to **implement** best practices and research-based methodologies in the form of coaching/resources needed to apply the new learning.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Consistently support staff with time and opportunity to participate in needed PD.	Support staff with time and opportunity to participate in needed PD.	Provide staff limited time and opportunity for PD, primarily for required PD.	Make no provisions for professional learning for staff.
Support involvement in yearlong PLCs, which meet according to an established schedule.	Support PLCs but allow interruptions or cancellations of PLC time.	Support time and opportunity to attend workshops.	Do not support time and opportunity to attend PLCs or workshops.
Provide resources needed to fully participate in PD, within budget constraints.	Provides limited resources to support PD, within budget constraints.	Occasionally provide resources to support PD.	Do not provide resources to support PD.
Consistently provide support until mastery, for all participants through coaching by a designated person.	Provide support until mastery, for all participants through coaching by a designated person.	Provide support for all participants through coaching by a designated person.	Do not provide support through coaching.
Consistently meet a minimum of twice per quarter to monitor the implementation of the PD Plan.	Meets a minimum of once per quarter to monitor the implementation of the PD Plan.	Meet a minimum of once per quarter to monitor the implementation of the PD Plan.	Do not meet to monitor the implementation of the PD Plan.

2.3 Desired Outcome: PD Provider **evaluates** Professional Learning for its effectiveness to reach the desired outcomes of the Master Plan, Innovation Configuration, or Program to which it is linked and to student achievement or customer satisfaction.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Create an established timeline for monitoring, supporting, and evaluating the implementation of the PD and implementation of the PD Plan.	Create an established timeline for monitoring and supporting the implementation of the PD and implementation of the PD Plan.	Create a timeline for monitoring the implementation of the PD.	Does not have an established timeline for monitoring the implementation of the PD.
Consistently meet twice per quarter to review the	Consistently meets twice per quarter, to review the	Meet a minimum of once per quarter, to review the	Do not meet to review the data collected on fidelity

data collected on fidelity of implementation and the evaluation of all activities on the PD Plan. Consistently adjust as needed to the PD Plan or specific PD, based on implementation data.	data collected on fidelity of implementation and the evaluation of all activities on the PD Plan. Adjust as needed to the PD Plan or specific PD, based on implementation data.	data collected on fidelity of implementation of all activities on the PD Plan. Occasionally adjust as needed to the PD Plan or specific PD, based on implementation data.	of implementation of all activities on the PD Plan. Do not adjust as needed to the PD Plan or specific PD.
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Data Collection Plan: PD Administrators/Supervisors			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PD Plan Review PD Plan Needs Assessment	1x/workshop 1x/year	PD Providers
2. Participants' Learning	PLCC-Embedded Assessments	1x/workshop	PDSS Department
3. Organizational Supports	BCPS PL Survey (fall and spring)	3x/year	PDSS Department
4. Participants' Practice	Mid- and End-of-Year Data Reviews	2x/year 2x/year	PDSS Department
5. Student Outcomes	PD Administrators provide evidence of impact on student/workplace outcomes	1x/year	PD Providers

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
BCPS Professional Learning Facilitators	Attendance and feedback forms in PD Management System	PD Management System Reports of Attendance and Feedback by MP/IC
BCPS PD Administrators/ Supervisors	PLCC Surveys	Summary of PLCC Surveys
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
BCPS Professional Learning Facilitators	Workshop-Embedded Assessments	Facilitator Planning Guides
BCPS PD Administrators/ Supervisors	PLCC-Embedded Assessments	Completion of PLCC Processes
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
BCPS Professional Learning Facilitators	BCPS PL Survey (Facilitators – Fall)	BCPS PL Survey (Facilitators – Spring)
BCPS PD Administrators/ Supervisors	BCPS PL Survey (Providers – Fall)	BCPS PL Survey (Providers – Spring)
Level 4. Participants’ Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
BCPS Professional Learning Facilitators	BCPS PL Survey (Facilitators – Fall)	BCPS PL Survey (Facilitators – Spring)
BCPS PD Administrators/ Supervisors	PD Plan Mid-Year Review	PD Plan End-of-Year Review
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
BCPS Professional Learning Facilitators	Master Plans and ICs list relevant student/workplace outcome measures	Review results of student/workplace outcome measures
BCPS PD Administrators/ Supervisors	Mid-Year Data Review	End-of-Year Data Review