



PROFESSIONAL LEARNING SYSTEM

Broward County
Public Schools

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I. Professional Learning System Overview and Development

A. Overview of the Professional Learning System

Prompt 1. Provide an overview of the district’s professional learning system. This overview must include the district’s professional learning mission and vision.

Broward County Public Schools (BCPS) is the second largest school system in Florida and the largest employer in the county. BCPS Professional Learning supports an individual’s commitment to improve. The School Board of Broward County, Florida (SBBC) supports that commitment through a research-based Professional Learning System that meets the intent of statutes, rules, regulations, research-proven professional learning strategies and the individual and group needs of our organization. The learning community of Broward County Public Schools incorporates all stakeholders in the development and implementation of all system components.

The School Board of Broward County, Florida has adopted a student outcomes-focused approach to governing to improve what students know and can do with the knowledge and skills Broward County Public Schools provides to succeed in the future. The 2022-2027 BCPS Strategic Achievement Plan identifies four goals and five guardrails to support our student-outcome focus.

GOALS

- **Early Literacy Proficiency** The percent of grade 3 students who demonstrate grade-level performance or above on the state English Language Arts (ELA) assessment will grow from 52% in June 2022 to 65% by June 2027.
- **Algebra Proficiency** The percent of students who met the Algebra graduation testing requirement by the end of grade 9 will grow from 53% in June 2022 to 63% by June 2027.
- **Science Proficiency** The percent of grade 8 students who demonstrate grade-level performance or above on the Florida Statewide Science Assessment or Biology EOC will grow from 47% in June 2022 to 55% by June 2027.
- **College & Career Readiness** The percent of graduates who earned any combination of two from the following list: College credit on an AP exam, IB exam, AICE exam, or dual enrollment course; Industry certification; CTACE internship; will grow from 41% in June 2022 to 51% by June 2027.

GUARDRAILS

- **Safety** The Superintendent may not allow a breach of safety policies and procedures that result in an increase in threatening or unsafe circumstances for students and staff.
- **School Support** The Superintendent may not allow classrooms in C, D, F or Unsatisfactory rated schools to go without essential material and human resources.
- **Accountability** The Superintendent may not allow the district to operate without an accountability system for policy implementation that includes expectations, evaluation, transparency and continuous improvement.
- **Wellness Support** The Superintendent may not make decisions without ensuring students and staff are connected with necessary wellness resources.

The collective vision of the system supports the BCPS Strategic Achievement Plan’s goals and guardrails. Our vision for professional learning is continued learning and development for all district employees that lead to ongoing improved outcomes for all students, and perpetual enhancement to classroom instructional

strategies that promote rigor and relevance throughout the curriculum and prepare students for college, career and life in the modern world.

The collective mission of the system is to support the achievement of all students by providing job-embedded, quality professional learning opportunities and opportunities for professional collaborations that increase the effectiveness of instructional and non-instructional staff.

The BCPS PL System was developed on the belief that continuous improvement is achieved by repeated analysis and intentional actions guided by data-driven decision-making that are threaded throughout the system and each of its components. Ongoing evaluation and collaboration assure the relevancy of the mission, vision, and beliefs of the system.

This Professional Learning System vision, mission and beliefs will address the following challenges:

- alignment of all professional learning activities and initiatives to proven research-based professional learning best practices,
- cohesion of all professional learning activities/initiatives resulting in sustained and long-term changes in teacher practice and student achievement, and
- ongoing and sustained monitoring of implementation including support and follow up designed to maximize the impact of professional learning on teacher practice resulting in increased student achievement.

We aim to achieve the mission, vision and beliefs of the system and address the challenges of the district by implementing following actions:

- offer valuable, impactful, relevant, cohesive, and on-going job-embedded adult learning experiences that are aligned with the Florida Professional Learning Standards and result in improved student achievement;
- continue alignment to the district's vision, mission, goals and guardrails to ensure cohesive efforts and promote collective efficacy;
- use multiple data points to develop the skills of the district's professional learning providers to incorporate research-based best practices in quality, ongoing professional learning activities
- execute a continuous cycle of improvement that incorporates ongoing and just-in-time learning, and monitoring practices for the planning, learning, implementing, and evaluating phases of all professional learning;
- develop a cadre of professional learning facilitators that engage in a continuous cycle of improvement;
- promote collaboration among all stakeholders in the learning system before, during and after learning;
- support collaboration and facilitation among all district departments resulting in targeted, job-embedded and cohesive learning experiences for school administrators and teachers;
- provide efficient and effective systems that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning;
- support authentic Professional Learning Communities (PLC) with the resources, tools, and skills needed to effectively collaborate resulting in the enhancement of classroom instructional strategies promoting rigor and relevance throughout the curriculum;
- ensure effective evaluation of the professional learning system and its components to continuously measure the quality and fidelity of sustained and ongoing implementation, changes in instructional and leadership practices, and impact on student outcomes derived from the learning provided to specified target audiences;

- develop collective efficacy across the system; and
- integrate learning and implement practices that promote equal access for all stakeholders in the system.

B. Collaborative Partnerships and Consultation

1. Collaborative Partnerships List

Prompt 2. List the collaborative partnerships the district established during the development of the professional learning system.

Stakeholder Group	Position Title and Affiliation	Method of Engagement
District Staff	All district-based staff	Multiple surveys, meetings, emails, and committees
Teachers	All K-12 Teachers	Multiple surveys, professional learning feedback, emails
Parents	K-12 Parents	Presentation at various advisory committees across the district, SBBC workshops/presentations
Community/Business Partners	Advisory committee members, all community members	Presentation and various advisory committees across the district, SBBC workshops/presentations
School Administrators	All school administrators	Multiple surveys, updates via monthly principal meetings, emails
Non-Instructional Staff	All school- and district based-non-instructional staff	Multiple surveys, meetings, emails, and committees
Students	All students	Multiple surveys, analysis of results
Other FL Districts	Orange County, Palm Beach County, Miami-Dade County, Pinellas County, other district collaborations at various convenings	Meetings, collaboration during DOE convening and/or updates
District Professional Learning Providers	Professional Learning Owners and/or designee	Quarterly meetings, multiple surveys, emails, ongoing collaborations
Bargaining Unit Representatives, Unions	Bargaining unit representatives	Meetings, phone calls, emails
School Board of Broward County Board Members	SBBC and constituents	SBBC Presentations, SBBC Workshops, Q&As,

		comments/feedback, and others
Colleges and Universities	Florida Atlantic University, Broward College, Florida International University, University of Florida	Collaboration with multiple college/university designees to develop, promote, and or manage multiple programs aimed at developing, recruiting and/or retaining teachers
Charter Schools	Charter school administrators, charter school staff	Multiple surveys, professional learning feedback forms, monthly meetings
PLC Teams	Inservice Facilitator, PLC Facilitator, PLC Members	Multiple Surveys, annual trainings, professional learning feedback, designated Professional Learning Specialist for each school
Professional Organizations	Learning Forward, Association for Supervision and Curriculum Development/ International Society for Technology in Education, Council for Greater City Schools	Multiple conferences, convenings and committees
Vendors	PowerSchool, Canvas Instructure, providers of services managed within the system	Ongoing collaboration and checkpoints are in place to ensure relevancy and effectiveness of product(s)

2. Consultation Process

Prompt 3: Describe how the district consulted with a diverse group of stakeholders to develop the professional learning system.

The Department of Professional Learning Standards and Support (PLSS) engages stakeholders in continuous consultation to identify goals, assess need, develop desired outcomes, identify support services, and create professional learning plans that support the vision, mission and beliefs of the entire system, its parts and its stakeholders. Ongoing consultation and collaboration with PLSS are readily available to all stakeholders across the district. All stakeholders have a vested interest in maximizing the impact of effective teaching strategies and increasing student proficiency aligned to district and school goals. A continuous cycle of improvement is in place and involves all stakeholders within the system.

The implementation of learning plans and outcomes of practice aligned to the BCPS Professional Learning System are regularly supported, reviewed and analyzed with district-based stakeholders to determine adjustments necessary to meet the goals of the system. Staff responsible for the implementation of the district's professional learning system have access to professional learning data housed in the district's professional learning management system. This data in conjunction with evaluation plans, reports and data analysis summarizations provided by the PLSS Research Specialist are used to guide data analysis and

collaborations with stakeholders to determine plans of actions, implementation strategies, and support services. Each district provider is assigned a PLSS PL Specialist that is familiar with their program(s) and supports the planning, learning, implementation and evaluation phases of all professional learning offered by the provider. The collaborative partnership between providers and their assigned PL Specialist from the department of PLSS is a well-established relationship that ensures quality and compliance across all system components.

Quarterly collaborations/consultations are scheduled with principals, charter principals, professional learning providers, summer learning contacts/providers, and all members of the Professional Learning Coordinating Council. Providers and/or members of their teams are required to attend monthly meetings with PLSS to streamline summer, fall and spring learning for participants.

Weekly consultations are scheduled with representatives from the district's professional learning management system (PLMS) and PLSS Process Analyst and System Analysts to ensure system features and updates continue to meet the needs of all district users of the system and statutory mandates. Monthly training is available to all super- and end-users of the district's professional learning management system to ensure the system meets the needs of stakeholder and continuity of services. PLSS develops and distributes multiple surveys, schedules meetings, focus groups, presentations, organizes committees, professional learning/training sessions, supports and services etc. for homogenous and heterogenous groups of stakeholders across the district and beyond.

Director of the Division of Professional Learning and Support to ensure all district efforts are streamlined throughout the district and aligned to needs identified by ongoing analysis of various data points.

Participants in BCPS professional learning and training activities are required to provide feedback upon concluding the implementation phase of learning for all BCPS activities. Multiple focus groups, collaboration events, and survey opportunities are available to learning participants across the district. In addition to regularly scheduled consultation and feedback opportunities, email inboxes are available for the convenience of all users of the system to assist with individual and group needs and capture trends across the district, i.e., Broward Virtual University, the PLMS, certification, summer learning experience, inservice transcripts, etc.

PLSS collaborates with other Florida districts, bargaining unit representatives, community stakeholders, parents, and students annually. Bi-annual consultations with professional learning teams from other Florida districts are made available by the Florida Department of Education Learning Forward Florida Spring and Fall update sessions.

Multiple departments collaborate with local and distant colleges, universities, professional organizations, and business partners to seek services and partnerships to support the mission, vision and goals of the system. Collaboration with professional organizations, vendors and the district's business and community stakeholders are ongoing and continuous to ensure relevancy and effectiveness of services and products.

II. Core Professional Learning System Components

A. Professional Learning System Requirements

The following professional learning system requirements are established in sections (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Learning Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.

1. Professional Learning System

- ☒ Pursuant to s. 1012.98(5)(b), F.S., the professional learning system was developed in consultation with teachers; teacher-educators of Florida College System institutions and state universities; business and community representatives; and local education foundations, consortia, and professional organizations.
- ☒ Pursuant to s. 1012.98(5)(b)2., F.S., the professional learning system is based on analyses of student achievement data, and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
- ☒ Pursuant to s. 1012.98(5)(b)2., F.S., in developing or refining the professional learning system, the district and its schools reviewed and will monitor the following:
 - School discipline data;
 - School climate data;
 - Parent satisfaction data;
 - Instructional personnel evaluation system data;
 - School and district administrator evaluation system data; and
 - Other performance indicators to identify school and student needs that can be met by improved professional performance.
- ☒ Pursuant to s. 1012.98(6), F.S., the school district may coordinate its professional learning programs, especially those for preparing and educating instructional personnel, with that of another district, educational consortium, or Florida College System institution or university.
- ☒ Pursuant to s. 1012.98(5)(b)7., F.S., the professional learning system provides for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of professional learning programs.
- ☒ Pursuant to s. 1012.98(5)(b)9., F.S., the professional learning system provides for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and expand effective ones.
- ☒ Pursuant to s. 1012.98(5)(b)9., F.S., in evaluating the professional learning system, the district will consider the impact of the professional learning programs and activities on the performance of participating educators and their students' achievement and behavior.
- ☒ Pursuant to s. 1012.98(5)(b)1., F.S., any substantial revisions to the system will be submitted to the department for review for continued approval.

2. Professional Learning Funding

- ☒ Pursuant to s. 1012.98(6), F.S., the school district provides funding for the professional learning system as required by s. 1011.62, F.S., and the General Appropriations Act, and directs expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional personnel in enhancing rigor and relevance in the classroom.

3. Professional Learning Plans

- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning system provides that schools establish and maintain school-based professional learning plans and school improvement plans.
- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning system provides that school principals may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plan.
- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., if school principals elect to establish individual professional learning plans, the plans must be related to specific performance data for the students to whom the teachers are assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the professional learning, and include an evaluation component that determines the effectiveness of the professional learning plan.

4. Professional Learning Catalog

- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning system includes a catalog of professional learning activities for all district employees from all funding sources, created in accordance with Rule 6A-5.071, Florida Administrative Code.
- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning catalog is annually updated by September 1 based on input from teachers and district and school instructional leaders and uses the latest available student achievement data and research to enhance rigor and relevance in the classroom.
- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., the school district annually submits verification of district school board approval of the professional learning catalog to the department by October 1.
- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning catalog is aligned to and supports school-based professional learning plans and school improvement plans.

5. Professional Learning Programs and Activities

- ☒ Pursuant to s. 1012.98(3), F.S., the professional learning system provides inservice activities linked to student learning and professional growth for instructional and administrative staff that meet all the criteria for effective professional learning set forth in paragraphs (a)-(j).
- ☒ Pursuant to s. 1012.98(4)(b), F.S., the professional learning system provides professional learning activities designed to assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and participate as active learners, and prepare students for success in college, career, and life.

- ☒ Pursuant to s. 1012.98(5)(b)8., F.S., the professional learning system provides for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- ☒ Pursuant to s. 1012.98(5)(b)3., F.S., the professional learning system provides professional learning activities coupled with the follow-up support appropriate to accomplish district-level and school-level improvement goals and standards.
- ☒ Pursuant to s. 1003.42(3), F.S., the professional learning system is consistent with and fosters the following principles of individual freedom:
 - No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
 - No race is inherently superior to another race;
 - No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
 - Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
 - A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
 - A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
 - These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.
- ☒ Pursuant to s. 1012.98(10), F.S., if the professional learning system provides professional learning activities by an independent contractor, it must meet the criteria for training linked to student learning or professional growth established in s. 1012.98(3)(a)-(j), F.S.
- ☒ Pursuant to s. 1012.98(10), F.S., if the professional learning system provides for the use of professional learning, the contractors must have three or more years of experience providing professional learning with demonstrative success in instructional or school administrator growth.

a. School Administrator

- ☒ Pursuant to s. 1012.98(5)(b)6., F.S., the professional learning system provides professional learning activities for school administrative personnel, aligned to the state's educational leadership standards found in Rule 6A-5.080, Florida Administrative Code (F.A.C.), that address the updated skills necessary for instructional leadership and effective school management.
- ☒ Pursuant to s. 1012.98(5)(b)10., F.S., the professional learning system provides all school administrators with professional learning that emphasizes:
 - Interdisciplinary planning, collaboration, and instruction;
 - Alignment of curriculum and instructional materials to the state academic standards; and
 - Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs;

competency-based instruction; integrated digital instruction; and project-based instruction.

- ☒ Pursuant to s. 1012.98(4)(d), F.S., the professional learning system provides all school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

b. Instructional Personnel

- ☒ Pursuant to s. 1012.98(4)(c), F.S., the professional learning system provides continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.
- ☒ Pursuant to s. 1012.98(5)(b)10., F.S., the professional learning system provides all instructional personnel and school administrators with professional learning that emphasizes:
 - Interdisciplinary planning, collaboration, and instruction;
 - Alignment of curriculum and instructional materials to the state academic standards; and
 - Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.
- ☒ Pursuant to s. 1012.98(4)(d), F.S., the professional learning system provides all grades instructional personnel with the knowledge, skills, and best practices necessary to support excellence in classroom instruction.
- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning catalog must include professional learning for middle grades instructional personnel and school administrators on the district's code of student conduct adopted pursuant to s. 1006.07, F.S.; integrated digital instruction; competency-based instruction; CAPE Digital Tool certificates; CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.
- ☒ Pursuant to s. 1012.98(5)(b)3., F.S., the professional learning system provides professional learning for instructional personnel that focuses on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

c. Non-District Instructional Personnel

- ☒ Pursuant to s. 1012.98(6), F.S., the school district makes inservice activities available to instructional personnel of private schools in the district and state certified teachers who are not employed by the district on a fee basis not to exceed the cost of the activity per all participants.

d. Reading Instruction and Personnel

- ☒ Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides training to reading coaches, classroom teachers, and school administrators in effective methods of:
 - Identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills;
 - Incorporating instructional techniques into the general education setting that are proven to improve reading performance for all students; and
 - Using predictive and other data to make instructional decisions based on individual student needs.
- ☒ Pursuant to s. 1012.98(5)(b)11., F.S., the training outlined above must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.
- ☒ Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides that training for teaching foundational skills is based on the science of reading and includes phonics instruction for decoding and encoding as the primary instructional strategy for teaching word reading. Instructional strategies included in the training does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
- ☒ Pursuant to s. 1012.98(10), F.S., the professional learning system provides that contracted training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Contracted training does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.
- ☒ Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies found in Rule 6A-4.0051, F.A.C.

e. Middle Grades Instruction and Personnel

- ☒ Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning catalog must include professional learning for middle grades instructional personnel and school administrators on the district's-code of student conduct adopted pursuant to s. 1006.07, F.S.; integrated digital instruction; competency-based instruction; CAPE Digital Tool certificates; CAPE industry certifications;

classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

f. Professional Learning Certification and Education Competency Programs

- ☒ Pursuant to s. 1012.98(5)(b)4., F.S., the professional learning system provides professional learning and support targeted to individual needs of new teachers participating in the professional learning certification and education competency program under s. 1012.56(8)(a), F.S.
- ☒ Pursuant to s. 1012.98(4)(e), F.S., the professional learning system provides professional learning to teacher mentors as part of the professional learning certification program under s. 1012.56(8)(a), F.S., that includes components on teacher development, peer coaching, time management, and other related topics as determined by the department.

g. School Improvement Plans

- ☒ Pursuant to s. 1012.98(4)(a), F.S., the professional learning system provides professional learning activities designed to support and increase the success of instructional personnel through collaboratively developed school improvement plans that focus on the following:
 - Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;
 - Increased opportunities to provide meaningful relationships between teachers and all students; and
 - Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in pre-service training for new teachers, and the workforce community.

B. Professional Learning Organizational Structure

Prompt 4. Describe the organizational structure of professional learning in the district. Provide details on how the responsibilities for professional learning are distributed, the landscape (where the professional learning department is housed within the district) of the professional learning organization and how long the system has been established.

Broward County Public Schools (BCPS) is the second largest school system in Florida. As the largest employer in Broward County, BCPS employs a total of 25,902 permanent staff: 13,965 instructional staff, 10,351 Clerical and support staff and 1,586 administrators. The district consists of 240 schools: 137 elementary, 35 middle, 32 high, 9 combination, 7 centers, 3 Colleges (Adult Enrolled), and 7 ESE Contract Agency Schools. The size and complexity of the district warrants the development and execution of a professional learning system that coordinates and aligns the system and all its parts. To meet the complex needs of the district, schools and teachers, professional learning programs called master plans (MP) and innovation configurations (IC) are used to outline and intentionally streamline the professional learning efforts of district departments, maintain organizational intentionality and cohesion, and prioritize allocation of resources to accomplish goals. The MP/ICs of the district's PL System are owned by directors in various departments across the district called MP/IC Owners or PL Providers. PL Providers identify a Professional Learning Contact (PL Contact) and Professional Learning Lead (PL Lead) assigned to liaison with the Department of Professional Learning

Standards and Support (PLSS) to ensure compliance, alignment, and cohesion throughout the district, the system, and its components.

The implementation and monitoring of the BCPS Professional Learning (PL) System are the responsibility of PLSS in the Office of Academics. The collective vision of the department is continuous learning for all district employees that will lead to improved outcomes for students and, in turn, the community as a whole. Our mission is to support achievement of all students by promoting and facilitating effective professional learning opportunities that increase the effectiveness of instructional and non-instructional staff. We aim to achieve this mission with the following goals:

- To offer valuable, impactful, and relevant adult learning experiences that are aligned with Florida Professional Learning Standards and result in improved student achievement.
- To develop the skills, knowledge and dispositions of the District's PL providers to incorporate research-based best practices in quality professional learning activities and include a continuous improvement cycle that incorporates monitoring techniques for the planning, learning, implementing and evaluating phases of professional learning.
- To develop a cadre of district- and school-based facilitators apply research-based strategies for engagement and incorporate a continuous cycle of improvement to the planning, implementing, monitoring and evaluation phases of professional learning.
- To collaborate with and support collaboration among all district departments to ensure a cohesive circle of support for school administrators and teachers to improve student achievement.
- To provide efficient and effective systems that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning.
- To support Professional Learning Communities (PLCs) with the resources, tools, and skills they need to authentically and effectively improve student achievement.
- To ensure effective evaluation of the PL System and its components to measure the quality and fidelity of sustained and ongoing implementation, changes in teacher practice, and impact on student outcomes derived from the learning provided to target audiences.

PLSS ensures all MP/ICs are designed to accomplish the goals of the district, the schools, individuals within the system and the system in its entirety. PLSS collaborates with approximately 47 departments to identify needs, develop plans, deliver and design learning, support implementation and evaluate the results of the learning provided through the district's PL System. PLSS provides the structure and process and coordinates, manages and facilitates the work of PL Providers and their teams to ensure quality of the PL System, fidelity of implementation and alignment to state statutes, rules, district policies, Florida Professional Learning Standards, and this document.

The department of PLSS includes one Research Specialist, one Process Analyst, four System Analysts, five Professional Learning (PL) Specialists, one supervisor and one director. PLSS is housed under the Division of Teaching and Learning and is overseen by the Executive Director of Professional Learning and Support. The Division of Teaching and Learning is house under the Office of Academics. PLSS is directly responsible for developing, communicating, implementing and monitoring the BCPS PL System and all its components. PLSS supports PL Providers and their teams as well as school-based PL Administrators and Inservice Facilitators and ensures compliance and alignment of professional learning efforts across the district. PLSS configures and manages the districts professional management system (PLMS), records and reports the district's inservice records, and is responsible or communicating with all stakeholders. Departments throughout the district develop, manage, design and evaluate content-specific learning opportunities outlined in MP/ICs. Each MP/IC is owned by a district PL Provider (a director in most cases). All PL Providers responsible for the performance

and development of any district employee group must create a MP and/or IC to guide the work. Each MP/IC identifies the target audience, the desired outcomes and outlines performance indicators for all participants in the district that impact the successful implementation of the program (MP/IC). PL Providers are required to assign the following roles among their staff: PL Contact, PL Lead, content expert, course proposer(s), and course organizer(s). Multiple staff members may be assigned to each role depending on the size and professional learning responsibilities of the department. Staff assigned to roles are part of the district's Professional Learning (PL) Team led by PLSS.

PLSS provides a structure and processes for continuous collaboration with PL Providers and PL Teams to develop, monitor, implement and evaluate all MP/ICs. A needs assessment is completed annually for each MP and IC and the system as a whole to intentionally guide collective efforts. PL Providers are required to perform bi-annual evaluations of their MP/ICs to assess fidelity and quality of implementation and determine the impact of the plan and the implementation levels of the desired outcomes. Adjustments to MP/ICs are determined by the results of the annual needs assessment and the bi-annual evaluation process consisting of pre-determined data sources.

To ensure organization consistency and data-driven decision-making, grant funds are used to employ a Research Specialist in PLSS. The PLSS Research Specialist is integral to the continuous improvement cycle of the system and its parts and responsible for:

- assisting in all preparation phases of projects as it relates to the BCPS Professional Learning System,
- coordinating annual needs assessments and district-wide data summarizations,
- continuously analyzing data, writing reports and disseminating evaluation results,
- developing evaluation plans for in-service evaluation,
- processing and coordinating mid and end-of year program evaluations,
- conducting technical quality-oriented analyses of psychometric instruments used in the evaluation of all components of the professional learning system to determine item appropriateness, and reliabilities and validities,
- supporting, guiding and/or coordinating consultations with stakeholder groups, and
- lead the annual needs assessment process for the system and all MP/IC housed in the system.

The goals of the district's PL System are further developed at the school level through school-based Professional Learning Teams. Per Collective Bargaining between the Broward Teachers Union and the School Board of Broward County, Education Professionals Contract Agreement:

Article Five Conditions of Employment, (L) (5), A joint school committee comprised of an equal number of SAC Committee members appointed by the principal and the Faculty Council shall be established as the School Professional learning Team. Working collaboratively, they shall conduct an evaluation of the effectiveness of the current professional learning activities.

In addition, all district teachers are encouraged to participate in authentic Professional Learning Communities (PLC) aligned with Florida Professional Learning Standards, the District's Strategic Plan, school-based improvement plans and this document to engage in an ongoing, collaborative process through which adult learners establish a plan for professional growth and development focused on results using a continuous improvement model. PLCs is the primary method for school-based staff to engage in professional learning and earn inservice. All district schools must adhere to the specifics outlined in the Memorandum of Understanding Between the School Board of Broward County and Broward Teachers Union on Professional Learning Communities dated April 18, 2019, until further guidance is developed. Ninety-seven percent of the district's

school-based teachers participate in professional learning communities. The district supports approximately 100 charter schools whose teachers are also eligible to engage in the authentic professional learning community process at their school sites.

Through ongoing and consistent collaboration with all stakeholders of the system, the department of Professional Learning Standards and Support guides and monitors the district’s professional learning agenda. This structure is well established with multiple tiers, processes and procedures that ensure ongoing progress, elimination of ineffective programs and strategies and the expansion of effective ones. A complete listing of approved Master Plans can be accessed by visiting: <https://www.browardschools.com/Page/30970>.

C. Professional Learning Roles and Responsibilities

1. District-Based Roles

Prompt 5. Identify district-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., director of professional learning and staff, instructional coaches, cabinet, superintendent, and school board) and briefly describe their roles related to professional learning.

District-Based Roles	Responsibilities
Participant	<ul style="list-style-type: none">Continuously strives for professional growthMasters at least 80% of specific objectives as listed in the activityCompletes implementation activity, follow-up, feedback requirements and/or competency demonstration prior to the closing of the courseAssumes responsibility and ownership for learning leading to change in practiceSeeks support, collaboration opportunities, coaching, resources, and other supports to ensure fidelity of implementation and desired outcomes of the learningUses student performance data to determine needs and to choose which professional learning will meet those needs, as in the stated desired outcomesActively participates in the selected professional learningAttends all sessions for the full duration of the activity from start to end timeWhen necessary, cancels registration within 24 hours of the start of the activity or notifies provider if an emergency prevents attendanceWhen necessary, is prepared to provide proof of registration confirmationCompletes all requirements of any professional learning activity in which he/she participates with 80% masteryImplements learning as intended, provides required documentation, and seeks assistance until mastery is reached

	<ul style="list-style-type: none"> • Evaluates the effectiveness of the professional learning on his/her practice and provides feedback and/or follow-up as required by the professional learning facilitator • At least annually, verifies Professional Learning Transcript is accurate • Completes annual surveys or requests for feedback to support continuous improvement
Owner, Department Director/Supervisor	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning • Understands, communicates, and promotes the importance of an individual's commitment to improve • Monitors and/or records progress of participants' implementation of new practices and knowledge on the job • Provides feedback to participants through observation and conversation • Provides feedback to professional learning providers on the implementation of professional learning and effectiveness towards reaching targets • Provides feedback to professional learning providers on growth opportunities visible in the workforce • Completes annual surveys or requests for feedback to support continuous improvement of the district's professional learning system • Ensures all department administrators and staff are cognizant of requirements to propose, manage and record all BCPS employee learning in the district professional learning management system
Department Leadership Team	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning • Understands, communicates, and promotes the importance of an individual's commitment to improve • Uses data to formulate targets for improvement for the entire department • Plans and supports, as needed, all professional learning • Monitors the implementation of all professional learning • Organizes resources, support systems for professional learning • Evaluates the effectiveness of the professional learning provided and the overall professional learning plan • Provides feedback to professional learning providers on the effectiveness of any professional learning towards reaching targets of the department • Completes annual surveys or requests for feedback to support continuous improvement • Ensures all department administrators and staff are cognizant of requirements to propose, manage and record all BCPS employee learning in the district professional learning management system

Department Inservice Facilitator	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning • Understands, communicates, and promotes the importance of an individual's commitment to improve • Serves on the professional learning team • Serves as liaison between PLSS (Professional Learning Standards and Support) and the professional learning team • Annually attends the In-service Facilitator Orientation and the Professional Learning Communities Close-Out Sessions provided by Professional Learning Standards and Support • Compiles professional learning data as part of the professional learning team • Ensures that all Professional Learning Community Facilitators implement all processes that have been set in place for the successful organization of professional learning communities • Submits professional learning community proposals in LAB by the designated due date • Maintains all PLC documentation (e.g., sign-in sheets, PLC minutes, implementation documents, etc.) • Ends and closes all PLC activities by May 15 of each year, and ensures that those who complete all requirements earn appropriate in-service credit • Completes annual surveys or requests for feedback to support continuous improvement
Department PLC Facilitator	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning • Understands, communicates, and promotes the importance of an individual's commitment to improve • Implements all processes that have been set in place for the successful organization of PLCs • Ensures meetings are held according to guidelines of authentic PLCs • Facilitates and supports organization of PLC meetings, based on established guidelines • Manages minutes documentation process for PLCs • Supports PLC team members with the analysis of data used to determine PLC SMART goals • Assists the In-service Facilitator with closeout of PLCs • Completes annual surveys or requests for feedback to support continuous improvement
Department Content Expert/Professional Learning Contact	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning • Understands, communicates, and promotes the importance of an individual's commitment to improve

	<ul style="list-style-type: none"> • Serves as the lead for program projects and/or initiatives that involves professional learning • Participates regularly in PLCC meetings • Creates, updates, monitors, evaluates, and coordinates activities for department Master Plan /Innovation Configuration • Monitors the implementation of learning under the Master Plan /Innovation Configuration • Ensures the data collection plan of the Master Plan /Innovation Configuration is current and relevant • Monitors progress towards the Desired Outcomes documented in the approved Master Plan /Innovation Configuration and adjusts as needed • Coordinates the evaluation of the Master Plan /Innovation Configuration
BCPS Facilitators	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning • Understands, communicates, and promotes the importance of an individual's commitment to improve • Participates in all current BCPS facilitation training, professional learning, credentialing, micro-credentialing, etc. to maintain eligibility to facilitate learning in BCPS • Completes all professional learning and/or training requirements of BCPS Facilitation in a timely manner including updates • Provides delivery of professional learning that follows the design of the activity as written and intended • Maintains accurate records of attendance and completion for all participants and of all required assignments • Differentiates delivery of learning based on actual participant needs • Records mastery of the activity based on the formative or summative assessments outlined in the activity • Collaborates with professional learning provider on gaps in participant mastery to inform adjustments to the learning and/or activity • Completes annual surveys or requests for feedback to support continuous improvement
Course Organizer	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the district's professional learning management system • Understands, communicates, and promotes the importance of an individual's commitment to improve • Makes genuine and repeated, if necessary, efforts to communicate responsibilities and ensure that all or most participants complete all professional learning requirements prior to closing

	<ul style="list-style-type: none"> • Verifies all participants completed feedback, follow-up, and any other session requirements to successfully earn credit for learning prior to closing • Informs professional learning provider of participants who do not complete surveys prior to closing • Withdraws participants from an activity when applicable • Closes all professional learning activities on the completion date or the pre-determined closing date to ensure accurate assignment of any applicable inservice credit • Keeps all original rosters for a period of five years. • Completes annual surveys or requests for feedback to support continuous improvement • Participates in all professional learning management system updates and/or training sessions
Instructional Coach	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning • Understands, communicates, and promotes the importance of an individual's commitment to improve • Assists individuals with determining professional learning or resource needs • Monitors individual's implementation of professional learning until mastery • Serves on professional learning team • Provides feedback to professional learning providers on growth opportunities visible in the workforce • Completes annual surveys or requests for feedback to support continuous improvement of the district's professional learning system • Ensures all department administrators and staff are cognizant of requirements to propose, manage and record all BCPS employee learning in the district professional learning management system
Grant Writer/Manager	<ul style="list-style-type: none"> • Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning • Obtains funding for professional learning initiatives • Ensures grants which include professional learning adhere to the rules of the Professional Learning System and standards for quality professional learning • Collaborates with the Department of Professional Learning Standards and Support, as needed, to ensure compliance to state statutes, rules, policies, and this document • Completes annual surveys or requests for feedback to support continuous improvement
Office of Certification	<ul style="list-style-type: none"> • Monitors instructional personnel to ensure five-year renewal requirements and state endorsements are met

	<ul style="list-style-type: none"> Monitors instructional personnel to ensure 5-year renewal requirements, initial teacher certification requirements and state endorsements are met
Professional Learning Coordinating Council Members/ Department Professional Learning Contact	<ul style="list-style-type: none"> Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning Understands, communicates, and promotes the importance of an individual's commitment to improve Through collaboration supports and develops a comprehensive plan to collect, analyze and evaluate PL Programs, PL activities associated with Programs and the overall quality of the PL System Serves as the liaison between the Department of Professional Learning Standards and Support and their assigned department/school Supports, communicates, and monitors implementation of the district professional learning system, all its components and the evaluation processes involved Communicates current and/or updated statutes, rules, laws and/or policies to stakeholders Facilitates professional learning information sessions to stakeholders about fulfilling roles and responsibilities with fidelity Supports implementing the new policies and rules throughout the workforce Completes annual surveys or requests for feedback to support continuous improvement
System Analyst/Process Analyst, Professional Learning Standards and Support	<ul style="list-style-type: none"> Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Professional Learning Standards Through collaboration, supports and develops a comprehensive plan to collect, analyze and evaluate PL programs, PL activities associated with programs and the overall quality of the PL system Configure, maintain, and develop the district's professional learning system to ensure accuracy of records and compliance with state statutes, rules, policies, and the district's professional learning needs Configure, maintain, and develop system integrations between all data sources which includes but is not limited to the learning management system, personnel data, instructional certification data, organizational data, inservice and attendance data Monitor, identify and address any system and data synchronization issues to ensure accurate data is available for processes dependent upon system integrations and resulting master inservice data Coordinate with pertinent departments/locations District initiatives involving any changes/upgrades to the professional learningsystem module (i.e. single sign on, learning management system, HR/Payroll system)

	<ul style="list-style-type: none">• Ensure continuous communication and collaboration with third party vendors to attain accurate system functionality and integration• Create and provide role-based training materials and presentations for optimum system management and usage• Maintain, troubleshoot and monitor course registration payment processes• Continuously provide technical assistance to all end users• Maintain and monitor user profiles, roles and access• Responsible for configuring, collecting, and organizing data in comprehensive report forms for various uses such as component evaluation data, participant completion rates, registration, and withdrawal trends, etc.• Continuously test, review and optimize work processes to ensure their functionality within the professional learning management system• Coordinate the development of accurate systems documentation for specific projects/purposes as assigned by the administrator/supervisor
Professional Learning Specialists, Professional Learning Standards and Support	<ul style="list-style-type: none">• Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning• Through collaboration, supports and develops a comprehensive plan to collect, analyze and evaluate PL Programs, PL activities associated with Programs and the overall quality of the professional learning system• Provide temporary intervention for professional learning education professionals who need improvement in knowledge, skills, and performance to ensure quality professional learning for all• Understand, communicate, and promote the importance of an individual's commitment to improve• Assist in planning and organizing the implementation of training or professional learning activities for district and school-based staff• Support the planning, design and scheduling and delivery of training programs based on identified competencies and requests from the various stakeholder groups• Arrange training and/or technical assistance for staff as needed to promote the functions of the professional learning system• Collect and organize data to monitor effectiveness of training programs and provide follow-up• Serve as project manager for major professional learning initiatives, coordinating efforts between and amongst staff and departments to meet professional learning project objectives and ensure project deliverables are met• Provide training or professional learning on pedagogical skills or information related to various district priorities

	<ul style="list-style-type: none">• Develop seamless processes in functional areas that create cohesion and relevance aligned to the district's continuous improvement efforts• Develop and document process flow artifacts to improve communication internally and externally• Ensure adherence to the standards of professional learning, and the district professional learning system• Review and evaluate the training and implementation of district-wide professional learning to enhance support systems, and support to professional learning providers• Understand and communicate the district model for design, delivery, and facilitation of professional learning• Understand and communicate the district model for the implementation of professional learning communities• Support district and school-based professional learning communities' stakeholders to ensure authentic implementation of learning community practices and maximize impact on instructional practices
Research Specialist and/or Evaluator, Professional Learning Standards and Support	<ul style="list-style-type: none">• Understands, communicates, and promotes all rules and guidelines of the BCPS PL System and the FL Standards for Professional Learning• Through collaboration, supports and develops a comprehensive plan to collect, analyze and evaluate PL Programs, PL activities associated with Programs and the overall quality of the PL System• Understands, communicates, and promotes the importance of an individual's commitment to improve• Provides annual reports on targeted aspects of the professional learning system to support continuous growth and development of the system• Collaborates with professional learning specialists and professional learning providers in a formal feedback process to measure content mastery and changes in pedagogical practices as a result of professional learning• Creates, distributes, evaluates, and completes annual surveys or requests for feedback to support continuous improvement of the professional learning system and all its components• Assists in all preparation phases of projects as it relates to the publication of evaluation results through the Department of Professional Learning Standards and Support• Coordinates annual needs assessments and district-wide summarizations of the professional learning system and all its components• Analyzes data, writes reports, and disseminate evaluation results for the Department of Professional Learning Standards and Support

	<ul style="list-style-type: none"> Processes and coordinates annual and bi-annual evaluations of all components of the district professional learning system as required by the system Develops instruments for in-service evaluation to ensure continuous improvement of all the components contained within the district's professional learning system
Director and Supervisor, Professional Learning Standards and Support	<ul style="list-style-type: none"> Formal evaluation frameworks to measure impact of professional learning on educator practices and student achievement Track trends from year to year regarding funding, time, and organizational supports and make recommendations regarding organizational changes and allocation of funds and resources to continuously strengthen the professional learning system capacity to meet the standards of the state and instructional needs impacting student performance Continue, modify, or discontinue the various deliverables of the professional learning system based on evidence of effectiveness Through collaboration, supports and develops a comprehensive plan to collect, analyze and evaluate PL Programs, PL activities associated with Programs and the overall quality of the PL System Coordinate and develop the Professional Learning Redesign Committee Coordinate and develop the PLCC Committee Distribute responsibility for implementing the district's professional learning system throughout the workforce Prepare the school system, professional learning providers and all participating roles to successfully fulfill their role in the PL System Tabulate and distribute professional learning data to professional learning providers as part of implementation and evaluation of professional learning Provide support and professional learning opportunities to schools and district departments for authentic PLC implementation Manage documentation of professional learning through the BCPS professional management system Revise the district's Master Inservice Plan annually: obtains Board approval, submits to the State, publishes, and distributes to stakeholders Manage assignment of Inservice points and individual professional learning records Complete annual surveys or requests for feedback to support continuous improvement Assist in formulating and instituting policies and standards applicable to all employees by directing the continuous improvement of the BCPS Professional Learning System, which includes the Master In-service plan ensures district professional learning is in alignment with national and state standards Ensures quality control of professional learning by overseeing the application of established processes and guidelines, monitoring,

	<p>and implementing subsequent improvements to the BPPS PL System</p> <ul style="list-style-type: none"> • Ensure the quality of professional learning throughout the district through implementing and managing a professional learning management system that centralizes development offerings, manages communication of available development resources, and centralizes storage of employee development history • Partner with the professional learning providers to support the development of high-quality learning experiences and influence department services to improve alignment of professional learning with district development needs and desired outcomes • Ensure continuous improvement in the development and support of school and district department professional learning teams by consulting with and obtaining feedback from teams and school-based and/or district administrators • Oversee and monitor the support for professional learning communities at every school • Provide leadership to the district in the use of appropriate technology tools to support professional learning
Cabinet	<ul style="list-style-type: none"> • Create culture of ownership of professional learning for all stakeholders • Understands, communicates, and promotes the importance of an individual's commitment to improve • Retain, adjust, or reorganize school and district operations or practices that impact accomplishing the purposes of the PL System
Superintendent	<ul style="list-style-type: none"> • Create culture of ownership of professional learning for all stakeholders • Understands, communicates, and promotes the importance of an individual's commitment to improve
School Board	<ul style="list-style-type: none"> • Create culture of ownership of professional learning for all stakeholders • Understands, communicates, and promotes the importance of an individual's commitment to improve

2. School-Based Roles

Prompt 6. Identify the school-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., instructional personnel, instructional coaches, school leadership team, and school administrators) and briefly describe their roles related to professional learning.

School-Based Roles	Responsibilities
Participant	<ul style="list-style-type: none"> Continuously strives for professional growth Masters at least 80% of specific objectives as listed in the activity Completes implementation activity, follow-up, feedback requirements and/or competency demonstration prior to the closing of the course Assumes responsibility and ownership for learning leading to change in practice Seeks support, collaboration opportunities, coaching, resources, and other supports to ensure fidelity of implementation and desired outcomes of the learning Seeks to understand and promote all rules and guidelines of the PL System and standards for professional learning Uses student performance data to determine needs and to choose which professional learning will meet those needs, as in the stated desired outcomes Actively participates in the selected professional learning Attends all sessions for the full duration of the activity from start to end time When necessary, cancels registration within 24 hours of the start of the activity or notifies provider if an emergency prevents attendance When necessary, is prepared to provide proof of registration confirmation Completes all requirements of any professional learning activity in which he/she participates with 80% mastery Implements learning as intended, provides required documentation, and seeks assistance until mastery is reached Evaluates the effectiveness of the professional learning on his/her practice and provides feedback and/or follow-up as required by the professional learning facilitator At least annually, verifies Professional Learning Transcript is accurate Completes annual surveys or requests for feedback to support continuous improvement
Principal	<ul style="list-style-type: none"> Implements processes at the school site that engages faculty, staff, and school administrators in collegial discussion of actual and needed practices Promotes, facilitates and supports a culture of continuous learning and growth To supports a professional learning culture conducive to educator growth, effective implementation of deliverables addresses monitoring and evaluation related to fidelity of implementation and impact on student learning Promotes and engages in discussions to align actual practice with the shared vision, addresses need assessments with staff; provides feedback on work proficiency, participates in, and supports decision making on professional learning; and aligns professional

	<p>learning and work to the purposes of professional learning, the standards of the state, supports and facilitates fidelity of implementation of initiatives and impact on student performance and achievement</p> <ul style="list-style-type: none"> • Reviews course summary reports which may or may not include data on implementation of PLCs and data on the impact of the work of the PLC on teacher practice and student achievement; and • Understands and promotes all rules and guidelines of the professional learning system and standards for professional learning • Supports time and opportunity for staff to collaborate through authentic professional learning communities and other professional learning opportunities • Provides and supports the professional learning and leadership teams to evaluate professional learning needs and impact based on teaching and learning data for the school • Accesses and analyzes staff professional learning records housed in the district's professional learning management system • Monitors and records progress of participants' implementation of new practices and knowledge on the job • Provides feedback to participants through observation and conversation • Provides feedback to providers on the implementation of professional learning and effectiveness towards reaching targets • Completes annual surveys or requests for feedback to support continuous improvement
Assistant Principal	<ul style="list-style-type: none"> • Implements processes at the school site that engage faculty, staff, and school administrators in collegial discussion of actual and needed practices • Serves as the secondary architect of the professional learning culture at the school • Supports a professional learning culture conducive to educator growth, effective implementation of deliverables addresses monitoring and evaluation related to fidelity of implementation and impact on student learning • Promotes and engages in discussions to align actual practice with the shared vision, addresses need assessments with staff; provides feedback on work proficiency, participates in, and supports decision making on professional learning; and aligns professional learning and work to the purposes of professional learning, the professional learning standards of the state, fidelity of implementation of initiatives and impact on student performance and achievement • Reviews course summary reports which may or may not include data on implementation of PLCs and data on the impact of the work of the PLC on teacher practice and student achievement; and

	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the professional learning system and standards for professional learning • Supports time and opportunity for staff to collaborate through authentic professional learning communities and other professional learning opportunities • Provides and supports the PL and Leadership teams to evaluate professional learning needs and impact based on teaching and learning data for the school • Accesses and analyzes staff professional learning records housed in the district's professional learning management system • Monitors and records progress of participants' implementation of new practices and knowledge on the job • Provides feedback to participants through observation and conversation • Provides feedback to providers on the implementation of professional learning and effectiveness towards reaching targets • Completes annual surveys or requests for feedback to support continuous improvement
Professional Learning Administrator	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the professional learning system and standards for professional learning • Supports time and opportunity for staff to collaborate through authentic professional learning communities and other professional learning opportunities • Supports the PL and Leadership teams to evaluate professional • Attends and participates in all professional learning management system trainings targeting school-based PL Administrators. • Reviews and approves PLC and other proposals submitted by school-site staff and faculty
Professional Learning Team	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Analyzes PL needs of school/department staff • Collaboratively conducts evaluations of the effectiveness of the current professional learning activities
Leadership Team	<ul style="list-style-type: none"> • Uses data to formulate targets for improvement for the entire school or department • Plans and supports, as needed, all PL (SIP for schools) • Monitors the implementation of all PL • Organizes resources, support systems for PL • Evaluates the effectiveness of the PL provided and the overall PL Plan • Provides feedback to providers on the effectiveness of any professional learning towards reaching targets of school/department • Completes annual surveys or requests for feedback to support continuous improvement

Inservice Facilitator	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Serves on the PL Team • Serves as liaison between PLSS (Professional Learning Standards and Support) and school's PL Team • Annually attends the In-service Facilitator Orientation and the Professional Learning Communities Close-Out Sessions provided by Professional Learning Standards and Support • Compiles professional learning data as part of the PL Team • Ensures that all Professional Learning Community Facilitators implement all processes that have been set in place for the successful organization of professional learning communities • Submits professional learning community proposals in LAB by the designated due date • Maintains all PLC documentation (e.g., sign-in sheets, PLC minutes, implementation documents, etc.) • Closes all PLC activities by May 15 of each year, and to ensures that those who complete all requirements earn appropriate in-service credit • Completes annual surveys or requests for feedback to support continuous improvement
PLC Facilitator	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Implements all processes that have been set in place for the successful organization of PLCs • Ensures meetings are held according to guidelines of authentic PLCs • Facilitates and supports organization of PLC meetings, based on established guidelines • Manages minutes documentation process for PLCs • Assists the In-service Facilitator with closeout of PLCs • Completes annual surveys or requests for feedback to support continuous improvement
PLC Team Members	<ul style="list-style-type: none"> • Develop collaborative SMART goals based on review of multiple data points • Are effective in raising student achievement • Collaborate on a regular basis (during designated collaborative time) throughout the entire year to purposefully study the impact of effective practices aligned with district/school/department goals on student performance • Participate in a minimum of one (1) and a maximum of two (2) PLCs per year • Understand that a maximum of 60 inservice points will be awarded for completion of all requirements per PLC per year • Develop shared mission, vision, values, and goals based on rigorous analysis of various data sources by PLC members

	<ul style="list-style-type: none"> • Function as a collaborative team focused on inquiry-based learning and collective responsibility for improved teaching and student performance • Engage in continuous collective inquiry • Engage in continuous action orientation and experimentation • Commit to continuous improvement and collaboration • Engage in a collective focus on results and ownership of the results • Understand components of quality professional learning outlined in this document including a focus on continuous improvement and collaboration, planning, learning, implementing, and evaluating fidelity of implementation of the learning and impact on student achievement
BCPS Facilitators/ Instructors (outside vendors)	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Have valid certification in the same area of content being delivered • Provides professional learning that follows the design of the activity as written • Maintains accurate records of attendance and completion of all required assignments • Differentiates delivery of learning based on actual participant needs • Records mastery of the activity based on the formative or summative assessments outlined in the activity • Completes all requirements of BCPS Facilitation in a timely manner including updates • Collaborates with PL Providers on gaps in participant understanding to inform adjustments to the activity • Participates in all learning activities designed to Qualify BCPS Instructors/PL Facilitators • Completes annual surveys or requests for feedback to support continuous improvement
Coach	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Assists individuals with determining PL or resource needs • Monitors individual's implementation of professional learning until mastery • Serves on PL Team • Completes annual surveys or requests for feedback to support continuous improvement
Grant Writer	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Obtains funding for professional learning initiatives • Ensures grants which include professional learning adhere to the rules of the PL System and standards for quality PL • Completes annual surveys or requests for feedback to support continuous improvement

D. Professional Learning for Continual Growth

1. System of Professional Learning for Instructional Personnel

Prompt 7. Describe the district's system of professional learning programs and supports that enables instructional personnel to continually develop throughout their career and provides opportunities for meaningful teacher leadership. Identify the programs that support each category of teacher (e.g., novice, advanced novice and expert teachers). Describe consortium/professional learning organizations input.

Broward County Public Schools (BCPS) recognizes that effective teachers make an important contribution to the educational system and enables all students access to high-quality education. Therefore, BCPS offers a continuum of support for current and future, developing and experienced educators through all career phases. BCPS also recognizes the importance of developing talent currently in the system, therefore programs aimed at developing and supporting “our own” are available throughout the system. A targeted and robust set of programs invest in the BCPS talent pipeline by creating tiered professional pathways and support systems for all. Table 1 details the district's by teachers' years of experience and level. Nearly half of all teachers (48%) in BCPS have more than 15 years' experience. Teaching experience has been positively correlated with student performance. BCPS recognizes the importance of ensuring relevant learning opportunities are available for all staff with emphasis on the development of novice and advance novice personnel. Sixty percent (60%) of teachers assigned to primary grades have 16+ years' experience. Fifty-nine (59%) of teachers assigned to middle grades have 16+ years' experience. Nearly half (49%) of the teachers assigned to high schools have 16+ years of experience. Forty-seven percent (47%) of the district's 2,179 new teachers are serving primary grade students.

Table 1: Count of teachers/Yrs of experience					
Teachers	0-3 yrs	4-6 yrs	7-10 yrs	11-15 yrs	16+ yrs
Adult/Community School (sharing)		1			11
Adult/Vocational Center (stand-alone)	59	34	45	73	314
Combo	96	66	58	65	179
Department	79	64	80	122	484
Elem Sch, Pre-K	1014	594	650	737	2630
Exceptional, Dropout Prev, DJJ and Charter	49	26	25	16	97
High School	478	277	264	385	1366

Middle School	404	229	207	277	922
Grand Total	2179	1291	1329	1675	6003

One of the ways BCPS invests in the talent pipeline via the Higher Education Pathway program. The pipeline commences with support and development opportunities offered to staff migrating into teaching. Through the department of Coaching and Induction (C&I), the Higher Education Pathway program provides job-embedded, tiered professional pathways and support systems for Education Support Personnel (ESP) and non-instructional staff through higher education including colleges and universities. The goal is to advance and recruit effective Educational Support Professionals (ESP) and non-instructional staff and strengthen the retention of current educators by providing support and mitigating barriers. Investing in and developing internal talent strengthens the retention rates and offers ESPs and non-instructional staff options for advancement within the system. BCPS's Higher Education Pathway provides interested ESPs and non-instructional staff:

- a Higher Education Pathways Coordinator: to coach and support educators and ESPs in the various pathways to obtaining credentials, certification options and a liaison support to higher education institutions.
- a Para-to-Teacher Liaison: to recruit Educational (ESP) into Para-to-Teacher program, and provide individual support to navigate diverse programs, and college admission requirements/procedures for enrollment.
- Ongoing Support & Collaboration: to serve as academic advisors to ensure the fidelity of the program and reduce frustration.
- Support is readily available to future educators that are new to education and experienced teachers that are new to BCPS. BCPS offers the newest educators in the district professional learning specific to their needs and the needs of their students. The New Teacher Academy (NTA) is a four-day intensive, interactive course of study created to help teachers new to the district and/or education make their initial classroom experience positive and rewarding for the instructors and students alike. Educators gain a foundational knowledge of Broward's Best Practices including classroom management; Marzano effective strategies; core curriculum/content areas; professionalism; differentiated instruction, technology and more.

New educators to BCPS participate in school-based professional learning communities and focus on collaborative, action-oriented, data-driven improvement strategies. Eighty nine percent (89%) of new instructional staff responding to a recent survey (n = 425) reported that the instructional strategies learned during professional learning communities helped to improve teacher instruction. Similar to instructional staff, new instructional staff identified curriculum/content support of standards-based instruction as the most desired strategy to learn but indicated the following as a priority: effective approaches to social and emotional learning, professional learning design, facilitation of Authentic Professional Learning Communities (PLCs), and job mentoring.

The effective coaching of a developing educator is a proven method to improve teaching skills and strategies allowing more focused time on student learning. Research indicates effectively supporting developing teachers has a positive impact on student achievement and teacher retention. The department of Coaching and Induction (C&I) provides professional learning for tiered coaching supports at all levels and provide programs for Master Coaches, Instructional Coaches, Instructional Specialists (IS), ESOL Resource Teachers, Autism Coaches, Curriculum Facilitators, and aspiring Instructional Coaches (IC) through the Broward Coach Credentialing (BCC) Program. Pursuant to the Just Read, Florida! Coaching Model outlined in 6A-6.053(6)(c) F.A.C., District K-12 Comprehensive Evidence-Based Reading Plan, the BCC program and the content-specific coursework included in the program prepare BCPS coaches to support teachers with standards-based instruction and analyze evidence of learning to intentionally deliver instructional strategies that results in increased student performance. The goal of the BCC program is to drive successful practice and maximize the effectiveness of all Instructional Coaches by providing enhanced, differentiated, and transformative coaching strategies to support teachers in relevant curriculum strategies and initiatives.

The department of Coaching and Induction (C&I) manages district- and school-based Instructional Coaches (IC) and Instructional Specialists (IS). District- and school-based IC and IS are required to complete the Broward Coach Credentialing professional learning within the first two years of holding the IC/IS position. Broward Coach Credentialing (BCC) includes professional learning from the Department of Coaching and Induction as well as content-based instruction from departments within the Office of Academics specific to the coaches' assignment and support they provide. Broward Coach Credentialing is a transformative and comprehensive coaching program comprised of multiple professional learning modules and face-to-face, job-embedded support from Master Coaches. The credentialing program trains participants to support teachers with standards-based instruction and analyze evidence of learning to drive practice and increase student achievement. Upon successful completion of the Broward Coach Credentialing program, Instructional Coaches and Instructional Specialists earn the Coach Credential Qualification.

Support for new teachers is also available through the Teacher Induction for Effectiveness and Retention (TIER) program. TIER is a research-based program focusing on norms of inquiry and trust-building to support new educators through the process of building their craft. The TIER program provides a school- based instructional support system for teachers new to the profession. New educator TIER support is provided on a weekly basis through a local school-based TIER Mentor. Monthly support meetings are available and facilitated by the TIER School Liaison. TIER is available at all schools in the district and is designed to be unique to meet individual teacher and school needs.

Pursuant to F.S. 1004.04 Public Accountability and state-approved Teacher Preparation Programs, BCPS's department of Teacher Development and Support offers FL DOE approved Clinical Educator Development to educators who have been rated effective or higher for at least three (3) consecutive years and have at least three (3) consecutive years of experience in Broward County Public Schools. Clinical Educators support the districts dedication to high-quality teaching by providing targeted support and personalized coaching to the pool of fragile field experience and new teachers across the district to increase instructional effectiveness. Clinical Educator Development training is required for all school district and instructional personnel who supervise or direct teacher preparation candidates during field experience courses or internships. The support provided by Clinical Educators aims to effectively develop educators and retain a high percentage of the district's developing teachers.

Broward Virtual University (BVU) out of the Department of Professional Learning Standards and Support (PLSS) offers and manages targeted quality professional learning for teachers to obtain add-on endorsements and in field designations to meet ESSA (Every Student Succeeds Act) High Quality Teacher (HQT) requirements. BVU offers Florida Department of Education approved add-on endorsement courses for Reading, Gifted, Autism Spectrum Disorder (ASD) and English for Speakers of Other Languages (ESOL). Broward County Public Schools and Board Approved Charter School teachers, in addition to teachers from all around Florida, can participate in these rigorous and enriching online learning experiences to earn add-on endorsement(s) on their teaching certificate as well as in-service points. Courses are offered multiple times through the year to meet the need of the district and instructional staff.

High-quality teaching and learning are further encouraged through National Board for Professional Certified Teachers (NBPTS) and the Broward County Recognition Program (BCRP) managed by the department of Teacher Professional Learning and Growth (TPLG). NBPTS is a national organization that encourages, develops, and recognizes teachers and their accomplishments and contributions to ongoing improvement of student learning outcomes. According to the organization, "Students of Board-certified teachers learn more than their peers without Board-certified teachers." In addition, 96% of respondents to a National Board survey shared that, "National Board Certification was among the top three most impactful professional learning experiences for advancing their practice". Teachers are eligible to apply for NBPTS after three years of classroom experience. Currently, there are 25 subject areas eligible for NBPTS. After a teacher successfully earns their National Board Certificate, it is valid for five years after which teachers may apply to participate in the NBPTS renewal process to maintain their certificate. BCPS supports new and renewing NBPTS candidates and teachers through symposiums, meetings, phone calls, email, and professional learning via asynchronous courses.

BCRP is a program designed to recognize the accomplishments of instructional personnel who are ineligible for NBPTS. Non-eligible teachers may apply for BCRP after five (5) years of service in BCPS. BCRP candidates must demonstrate evidence of competencies similar to NBPTS. BCRP candidates agree to demonstrate their ability to meet the BCRP standards through work samples, reflections, video recording of instructional practice, client progress artifacts, and a detailed reflection of professional practices and accomplishments. BCRP candidates receive support from BCRP mentors, who are current BCRP certified instructional staff. Mentors provide one-to-one support for BCRP applicants through an orientation, meetings, phone calls, video calls, and proofreading. Mentors also provide support and guidance through all elements and the portfolio process. Similar to NBPTS, the BCRP program is designed to capture job performance in real-time, real-life settings, thus allowing assessors to examine how applicants translate their knowledge and theories into practice. Recognition is issued for a period of three (3) years and successful completers are required to maintain effective performance evaluations to maintain BCRP recognition status.

C&I through the BCPS Coach Credentialing Program offers and supports Career Continuum Leadership Teams (CCLT) and site-based mentors at participating schools to maintain educator enthusiasm and growth. The CCLT is designed by the department of C&I through collaboration with district- and school- based stakeholders to help schools build capacity and provide valuable mentorship at each level of an individual's career. CCLTs guide respective educators toward professional growth and promotion. The establishment of these teams at participating schools creates a clear and defined pathway for educators to follow, set goals, and grow professionally. Each member of the team is trained through district level leadership mentoring courses that study

educational leadership practices through a partnership with Florida Atlantic University (FAU). Selected teachers will work to mentor educators along their career continuum by participating in the Broward Coach Credentialing Program and earning the Coach Credentialing Qualification.

The Teacher to Coach Pre-Credentialing Program offered by the department of Coaching and Induction is designed to increase the impact of coaching across the district by building a cohort of quality coaching candidates for school-based administrators. The program offers experienced teachers the opportunity to participate in professional learning designed to streamline quality coaching techniques across the district and school sites. The Teacher to Coach Pre-Credentialing Program engages participating teachers in research-based learning opportunities that outline and develop the expectations of instructional coaching across the district. Cohorts of experienced teacher leaders collaborate with experienced Credentialing Master Coaches to develop and practice coaching skills in a job-embedded, meaningful way to ensure maximum impact on teacher practice and increased student achievement across the district.

In alignment to BCPS's dedication to support and develop instructional staff across their career continuum, the Department of Leadership Development offers a one-year intensive program for teachers demonstrating leadership skills and aspiring to be school-based administrators, called Leadership Experience and Administrative Development (LEAD). LEAD intentionally builds the skills necessary for aspiring school leaders to transition into highly effective administrators. Successful completion of the LEAD Program will lead to eligibility to apply for assistant principal positions in Broward County Public Schools. BCPS instructional employees are eligible to apply for the LEAD Program after obtaining certification in educational leadership from the State of Florida, completing at least three years of effective instructional experience as evidenced by evaluations, and are recommended by their school principal. A rigorous multi-phase application process aligned to desired outcomes of the Leadership Development Master Plan and district initiatives includes an experiential resume, leadership essay, rating form by the school principal, scenario-based timed writing, leadership presentations and interviews.

In addition to supporting teachers along their career growth continuum, BCPS also offers site-based and district-based support for fragile educators. BCPS utilizes the Marzano Focus Teacher Evaluation Model consisting of four domains that work to support each other and taken together, 23 elements in the four domains constitute a systematic approach to teacher development that incorporates self-assessment, peer review, evaluation, and focused mentoring to give teachers in all career stages a solid, measurable foundation for improving practice, thereby raising student achievement year by year. When necessary, Peer Reviewers are deployed to assist educators who have an Instructional Practice (IP) score of Needs Improvement (NI) or Unsatisfactory (U) based on standard-based observations and/or administrative walkthroughs. Peer Reviewers provide a coaching cycle of assistance to fragile teachers in the areas of standards-based planning, standards-based instruction, and/or conditions for learning. The support is provided through observations, feedback, support conferences, and co-teaching activities. Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look and feel like. Teachers may view models that include, but are not limited to, lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching in addition to the plethora of professional learning activities available in the BCPS Professional Learning System.

BCPS acknowledges the value of our district's substitute teacher pool. BCPS substitute teachers are employed through a third-party staffing agency. All BCPS substitutes are granted access to all professional learning programs offered in the district. This includes all professional learning that is

targeted for instructional personnel, including endorsement courses. Substitute teachers’ inservice records are maintained in the district’s Professional Learning Management System. Substitute teachers are eligible to register in BCPS professional learning activities and have access to all instructional material as needed for classrooms assignments.

2. System of Professional Learning for School Administrators

Prompt 8. Describe the district’s system of professional learning programs and supports that enables school administrators to continually develop throughout their career and provides for the identification and preparation of aspiring school leaders. Identify the programs that support each category of instructional leader and school administrator. Describe consortium and professional learning organizations’ input.

Broward County Public Schools’ (BCPS) district organization includes the Department of Leadership Development in the Office of Academics under the Division of Teaching and Learning. The department of Leadership Development collaborates with all stakeholders, internal and external, to maintain and develop an effective and supportive leadership pipeline comprised of all steps within the leadership continuum. The BCPS Leadership Pipeline Continuum is designed to provide aspiring leaders and seated administrators with the support and learning needed to enhance their leadership skills and practices. Pipeline redesign efforts were implemented in 2012 based on work completed by a Race to The Top Committee. The committee consisted of principals, district personnel, college professors, directors, and assistant principals. Research from Reeves Dimensions of Leadership, the Florida School Leaders Assessment, and the Wallace Foundation were utilized to redesign the Pipeline criteria, application processes, and program components to reflect contemporary research and modern trends in the leadership arena.

The goals of the leadership programs are to identify and strengthen leadership talent in current positions, assist in building capacity for the participants’ professional growth and prepare candidates for district succession planning. The pipeline model ranges from development to induction depending on the need of the individuals in various cohorts. Components of each program are rigorous and aligned to F.S. 6A-5.080 Florida Educational Leadership Standards (FELS) and contemporary research on effective school leadership. All programs contain job-embedded components, professional learning team sessions, research-based professional learning and the sharing of effective practices from successful principals and district leaders. A seated administrator, appropriate to each program, mentors all participants. A summary of current administrators and of each program within the pipeline continuum is described in greater detail below:

Count of school-based admin/Yrs of experience	
Yrs of experience	Count (%)
Novice (0-3 years)	191 (29 %)
Advanced Novice (4-6 years)	122 (18 %)
Competent (7-10 years)	126 (19 %)
Proficient (11 – 15 years)	108 (16 %)
Expert (16+ years)	119 (18 %)

The pipeline continuum begins with the LEAD program. This developmental program prepares aspiring administrators for the instructional and operational requirements of becoming an effective assistant

principal in Broward County. The professional learning is centered on the identification of personal strengths, growth goals and district identified needs. Participants complete reflective job-embedded tasks at their work sites and are mentored by effective assistant principals through level-specific Professional Learning Communities (PLCs). Other program components include a summer school assistant principal field experience, leadership readings and coursework, collaborative learning activities and job-embedded leadership projects. Representatives from the Department of Leadership Development along with the participants' mentor and school principal monitor progress and provide guidance and support at quarterly Professional Learning Team meetings and throughout the program. All programs in the BCPS Leadership Pipeline are aligned to 6A-5.080, F.A.C., Florida Educational Leadership Standards (FELS).

In 2012, a Race to the Top (RTTT) Grant funded the development of a program through a collaborative partnership with Florida Atlantic University titled Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL). PROPEL began a new dimension to the partnership between FAU and BCPS. This program was then subsequently supported by the Wallace University Principal Preparation Initiative (UPPI) grant. PROPEL workgroups consisting of district administrators from Broward County, West Palm Beach County and Port St. Lucie County along with FAU professors updated and revised course curriculum for the master's degree leading to Educational Leadership Certification through the Florida Department of Education.

Current BCPS principals and district administrators are the instructors for the graduate courses and blend authentic work efforts with research and effective practices resulting in high-level job embedded experiences for participants. All courses are in alignment with the FELS, the new Florida Educational Leadership Exam, and the BCPS LEAD Program. PROPEL participants simultaneously complete the components of the LEAD Program in this accelerated path to school leadership.

First year assistant principals in Broward County are supported through an induction program known as First Year Assistant Principal (FYAP) program. The FYAP program provides individual membership by experienced assistant principals and bi-monthly seminars focusing on the four domains of the Florida Educational Leadership Standards (FELS). Support visits and Professional Learning Team meetings help to personalize the learning and support provided to participants. Specific focus is on learning provided by district leaders to ensure newly appointed assistant principals possess the knowledge and skills needed to transition into their role effectively. Supported areas of learning include but are not limited to interaction management, property and inventory, resolving conflict, employee and labor relations, data analysis to inform instruction and facilities and safety practices.

Assistant principals who have successfully completed three years in the position and meet district and state requirements are eligible to apply for the Principal Preparation Program. This program develops the skills and competencies of current assistant principals to the level of readiness for Florida Department of Education Certification in Principal K - 12. Through professional assessments, action research projects and an increased level of involvement in district initiatives, participants move outside the world of an assistant principal to develop and demonstrate effective implementation of the Florida Educational Leadership Standards in various scenarios. Professional Learning Teams monitor progress and are comprised of the participant's site principal, a representative from the Department of Leadership Development, district-level directors from the Division of Teaching and Learning, and an assigned principal mentor. In addition to being a mentee, Principal Preparation Program participants are given an opportunity to demonstrate their ability to build capacity by earning mentor credentialing and serve as mentors to First Year Assistant Principals.

The Professional Learning Teams meet consistently to review job-embedded work aligned to the FELS,

personal growth goal progress, action research projects and other program components. Professional Learning Team members provide support, coaching, feedback, and monitoring for effective leadership evidence and readiness to advance into the principal role.

As a newly appointed principal, the First Year Principal Program supports participants through an induction model. The monthly cohort sessions provide a forum for participants to identify and share new challenges, resources, skills and experiences in a safe and supportive environment. Professional learning on instructional leadership continues as participants deepen their study and hone in on improving their skills in providing effective feedback and coaching to increase teaching capacity at their school sites. The collaboration with practicing principals and district leaders provides the strong structure needed to ensure success as a principal leader. Seated principals provide mentoring for the First Year Principals during their first year in the role. The FYP Program is differentiated to meet the needs of each leader through work with their individual Professional Learning Team who guide and monitor their progress throughout the programs. These teams include a principal supervisor, a representative from the Department of Leadership Development, and a high-performing principal mentor. Professional Learning Teams meet consistently to provide support, coaching and feedback. Staff from the Department of Leadership Development collaborate with participants to identify personal areas of opportunity and growth and align resources and strategies to meet and support these needs. Participants work to enhance leadership skills and improve student achievement through data-based decision making. Support in this program is individualized through school visits and personalized coaching based on school and leader-specific needs.

Broward County Public Schools employs a cohort of 396 district leaders and provides support, advancement and development opportunities to members of this cohort. The Broward Director Internship Program provides yearlong district-level field experiences for successful school-based principals. The program provides chosen principals opportunities to develop their skills and competencies around providing feedback, coaching and facilitating learning for cadres of seated principals, as well as experience working in district departments as Intern Directors. Participants gain the perspective of leading initiatives at a higher level and can demonstrate their talents under the mentorship of seated district leaders. Intern Directors work one-on-one with an experienced district leader and the director of Leadership Development which provides differentiated and personalized support throughout the learning experience. Although the grant has ended, this program has been sustained by the district due to its value in building capacity at many levels. This program was paused during the pandemic and should soon be available again.

The District Leadership Prep Program aims to provide learning opportunities to district-based employees who aspire to advance into district leadership positions through professional learning aligned to the District's Strategic Plan. This one-to-two-year program works to ensure that BCPS has well-qualified leaders at the district level offices who have the essential knowledge and skills necessary to serve the entire school system effectively. Professional learning topics include various areas of interaction management including working as a high performing team, building trust, reaching agreement, and more.

Newly appointed or novice district leaders participate in the District Leadership Support Induction program to maximize their impact and work to support the BCPS Strategic Plan. Participants in this program meet quarterly in a cohort-model learning team to share best practices and learn from other leaders in the organization and focus on safety and security, preparing School Board items, grant writing, budgeting, risk management, employee and labor relations, and maintaining a customer service focus. Other learning provided includes a leadership development retreat offered through a Higher Education partnership with Florida International University.

BCPS has also established processes to accept individual’s participation in programs offered by external providers. BCPS employs a process for vetting and awarding employees external credit for successfully completing programs, certifications, etc. via outside providers. Programs, curriculum, implementation strategies, etc. are vetted for approval and added to individuals’ BCPS transcript, enhancing staff marketability and prospects for future advancement.

Non-instructional personnel are vital to the health and function of the organization. Non-Instructional development programs are designed to prepare, develop, and support employees with the necessary knowledge and skills needed to perform their job successfully. These programs provide employees with tools and best practices that seek to enhance productivity, efficiency, and adaptability by enriching communication, critical thinking, and problem-solving skills. As employees acquire these skills, their confidence and effectiveness increase resulting in the organization realizing efficiencies, increasing productivity, decreasing turnover rate, and enhancing the workplace environment. Through our Higher Education partnerships, opportunities are available for individuals to acquire certifications and or degrees to their personal and professional career goals while still fulfilling the mission, vision, goals and guardrails of the district.

Non-instructional program descriptions and services can be accessed by visiting:
<https://www.browardschools.com/Page/39421>.

III. Professional Learning Standards Implementation

The standards define Florida’s core expectations for high-quality professional learning systems and opportunities and form the foundation for the school district’s professional learning system and catalog. Each of the subsections below, organized by domains and standards, includes a description of how the district is implementing each standard

Domain 0: Foundation

Standard 0.1: Leadership

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

Standard Implementation

Prompt 9. Describe how the district implements the Leadership standard.

All components of the BCPS Leadership Pipeline Programs including application processes, program components and evaluation processes are aligned to F.A.C. 6A-5.080, Florida Educational Leadership Standards (FELS) approved by the Florida Department of Education and aligned to the five indicators of Standard 0.1 Leadership. School-based leaders are evaluated with the Broward Assessment of School Administrators (BASA) which is also directly aligned to F.A.C. 6A-5.080, Florida Educational Leadership Standards (FELS). The table below details baseline annual evaluation data collected from the 2020/2021 BASA annual evaluation tool.

Table 1. 2020/2021 Broward Assessment of School Administrators (BASA) annual evaluation baseline

20/21 Data	% Highly Effective	% Effective	% Needs Improvement	% Unsatisfactory
Domain 1 – Student Achievement	16	83	<1	<1
Domain 2 – Instructional Leadership	25	74	1	0
Domain 3 – Organizational leadership	36	63	1	<1
Domain 4 – Professional and Ethical Behavior	71	28	1	0

Because new leadership standards were adopted by the state in late 2022, a BASA Focus Group will convene beginning on July 1, 2023 to revise the BASA. Implementation of a new version of BASA will begin in the 2023-2024 school year ensuring continued alignment of effective leadership practices to statutory updates and the district’s evaluation tool.

All school-based and district-based leadership programs previously discussed are aligned to the Florida Professional Learning Standards and the FELS providing learning that enables district leaders to understand the link between professional learning and student outcomes. The desired outcome for all leadership programs is to develop capacity, advocate, and create support systems for professional learning at all levels of the organization. Whether leading from the classroom, school or district level, BCPS works to develop the leadership capacity with a focus on professional learning by providing and encouraging participation in supported leadership opportunities.

In addition to the previously discussed programs and supports, principals participate in monthly regional professional learning sessions to develop their own learning, knowledge and skills aligned to effectively implementing professional learning systems and continuous improvement processes on their school campuses. Learning is facilitated by directors in the Division of Teaching and Learning and includes a district-wide focus on utilizing newly adopted curriculum, standards and assessments and the analysis of multiple data sources to support data-based structures for teacher and student learning. Current learning is aligned to Leverage Leadership 2.0 by Paul Bambrick-Santoyo and focused on practical application of the seven levers identified as integral to building exceptional schools. These levers include data-driven instruction, planning, observation and feedback, professional learning, student culture, staff culture, and managing your school leadership team. Leaders develop their own skills and work collaboratively to obtain strategies for implementing this work at their schools. They work with their own student data during the sessions and share best practices to create, implement and monitor action plans to build capacity in teachers. Leaders leave these learning sessions equipped to continually improve the knowledge, skills and practices of their staff.

Principals also attend quarterly learning sessions to obtain information and updates regarding supports, opportunities and resources available from district level academic and operational departments. Policies and practices to support high standards for student and educator practice are among the topics of discussion as well as communicating details for high-quality professional learning available to enhance teacher practice and maximize student achievement through the creation of cultures of collaboration and high expectations for all students and staff. Specific district supports and learning for subgroups within this cohort is also presented during these sessions and communicate the availability of school-specific resources and supports. District initiatives, data trends and goals are used to ensure that structures are in place district-wide to continuously monitor and enhance teacher practice and student achievement.

BCPS provides annual training for all school-based leaders on Authentic Professional Learning Communities (PLC) models per a Memorandum of Understanding (MOU) created collaboratively between the district and Broward Teachers Union on April 18, 2019. This annual training expands the skills, knowledge, strategies and dispositions of school-based administrators (principals and assistant

principals) to best support teacher-led authentic Professional Learning Communities (PLC) at their school site.

In addition, both principals and assistant principals participate in monthly level-specific professional learning and participate in collegial conversations and address level-specific challenges and needs related to ensuring systems and structures are in place for optimal growth of all employees and students.

Domain 1: Needs Assessment and Planning

Standard 1.1 Professional Learning Needs

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

Standard Implementation

Prompt 10. Describe how the district implements the Professional Learning Needs standard.

The district’s Office of Strategic Improvement Management (SIM) drives organizational excellence through strategic planning. SIM assists the BCPS organization in maximizing student achievement by working with all departments across the district to develop and accomplish the priorities of the BCPS Strategic Plan. This collaborative effort includes facilitation of strategic planning, execution and accountability, project management, process improvement, performance management reviews, program evaluation, logic model development, and quality assurance. These efforts result in the goals and guardrails of the district’s Strategic Achievement Plan and leads the work of the district and all its parts. Ongoing monitoring of implementation strategies and resulting outcomes is performed in collaboration with all district stakeholders.

The Department of Professional Learning Standards and Support (PLSS) identifies and deliberately addressed the district’s professional learning needs by planning, analyzing, and prioritizing for continuous improvement of educator practice and student outcomes to ensure quality planning, impactful research-based learning designs, fidelity of implementation, achievement of desired outcomes and a continuous evaluation process that leads to enhancement and progress. The BCPS Professional Learning System is incorporates a system-wide needs assessment of the system and all the systems parts. A system-wide Needs Assessment Report is completed annually and is informed by multiple data sources including but not limited to:

- results of the District’s Professional Learning surveys,
- learning management system reports,
- Learner Feedback surveys, mid and end-of year MP/IC evaluation reports,
- Cognia surveys,
- school climate surveys,
- staff and faculty surveys,
- BCPS Customer Satisfaction surveys,
- teacher evaluation results,

- non-instructional evaluation results,
- student performance outcomes,
- discipline data,
- classroom observations, and
- analysis of resource allocation.

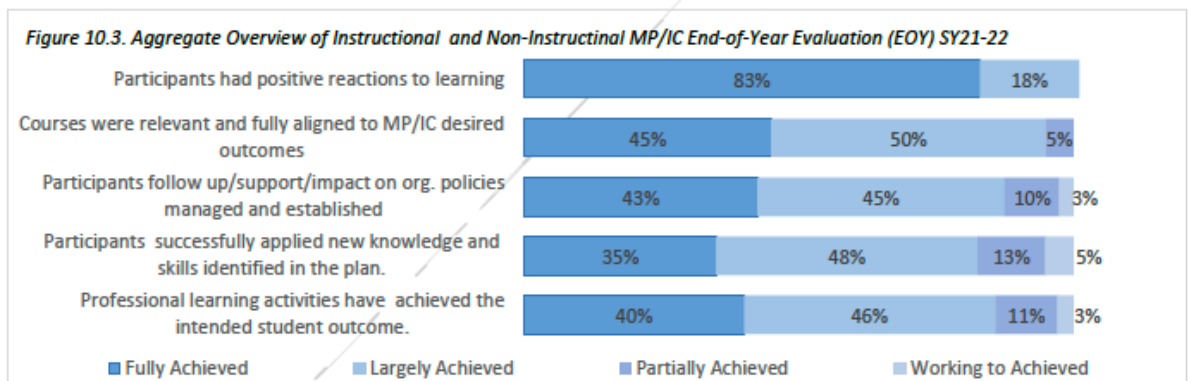
The department of Professional Learning Standards and Support (PLSS) reviews and analyzes the results of the Annual PL System Needs Assessment Report and alignment to the district's goals and guardrails with the district's Professional Learning Providers, individually and as a whole, to prioritize outcomes, allocate resources, and determine data sources for future data collection. Intentional plans are developed that address the specific needs of the district as a whole, schools, teacher groups and individual teachers. These efforts result in a deliberate plan of action developed in collaboration with district- and school-based stakeholders. The goals and desired outcomes are communicated to all stakeholders to ensure alignment and cohesion of the district's many moving parts.

The needs assessment process occurs at two levels – system level and program (MP/IC) level. Successful implementation of the system is dependent on the success of each of its programs. The results of the needs assessment process described above are used to identify goals and strategies that directly or indirectly maximize the impact of instructional practice on student achievement. Survey data from all stakeholders including administrators and teachers is also included in the needs assessment process. As a result of ongoing analysis and review through the comprehensive annual needs assessment process, in 2022, (n=12575) 84% of BCPS staff reported being provided with professional learning opportunities that are relevant to their role and participating in ongoing professional learning based on identified needs of individual schools. Instructional staff selected one or more strategies for which they would like to develop more knowledge and skill. Elementary learning, exceptional student learning support/ESE, English language arts, mathematics, ESOL (English for Speakers of Other Languages), science, social studies, literacy/reading and digital learning were the ten areas most frequently indicated as a priority by instructional staff (n=5281). Curriculum/content support of standards-based instruction, positive behavior interventions to assist students to prevent or de-escalate behavioral challenges and integrating digital technologies into teaching and learning were most frequently indicated as desired strategies for professional learning in SY22-23.

English language learners, racial or ethnic minorities, students with disabilities, and gifted student teachers' satisfaction increased from SY19-20 to SY20-21, but a decline was indicated in the most recent SY21-22 survey.

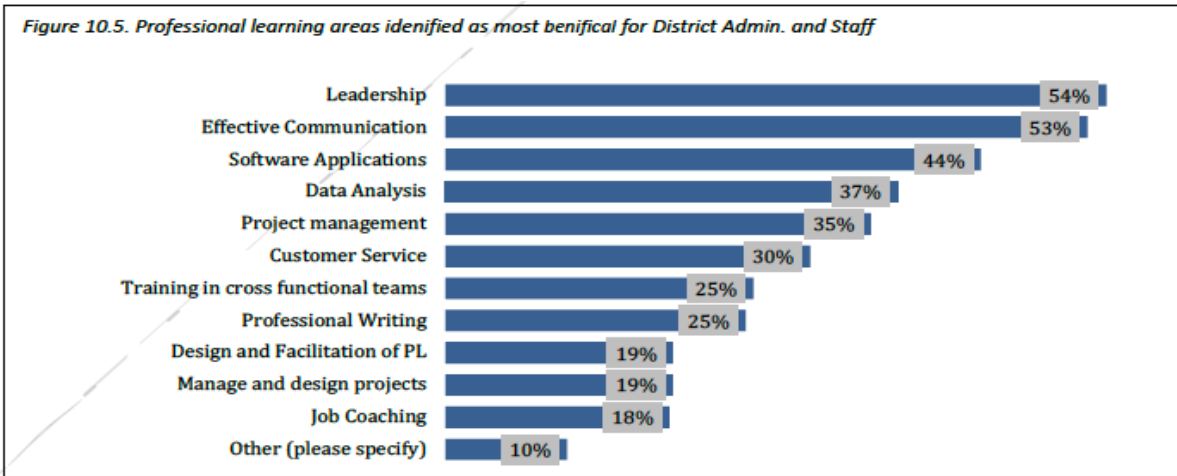
A needs analysis process is also used to identify and support the needs of district PL Providers. Quarterly Professional Learning Coordinating Council (PLCC) meetings are facilitated by PLSS and are designed to enhance professional learning by developing the skills, knowledge, dispositions and behaviors of PL providers as identified through the annual needs assessment method. The BCPS Professional Learning System Master Plan outlines the desired outcomes and performance indicators targeting all members of the district's PL Provider participant group. An annual needs assessment and bi-annual evaluation process ensures efforts remain relevant, coherent and impactful. In a recent survey, 84% of PL providers agreed or strongly agreed that participation in PLCC meetings supported the effective design of targeted professional learning and the evaluation of implementation and impact on learning.

An achievement rubric is assigned to quantify the level of achievement for desired outcomes and to standardize the reporting of findings in the Annual Needs Assessment Report. Rubric criteria: Fully Achieved = 100%, Largely Achieved =>80%, Partially Achieved = >50% and Working to Achieve =<50%. Each MP/IC office conducted a comprehensive review and analysis of all professional learning offered using specified measures and data types to determine the success of their desired outcomes outlined in their established plan. The End-of-Year (EOY) SY 21-22 Evaluation findings for instructional and non-instructional staff are displayed in Figure 10.3. Participating learners had a positive perception of PL activities, all providers received positive feedback of 80% or greater and 95% of PL activities offered were fully or largely relevant and aligned to the MP/IC desired outcomes. Providers determined 35% of participants successfully implemented new knowledge and skills identified in the plan at 100%. The evaluation responses show 40% of student outcomes were fully achieved, 46% largely achieved, 11% partially achieved and 3% were working to achieve the desired student outcomes. The percentage of PL activities that fully achieved the desired student outcomes increase to 40% from 32% in EOY SY 20-21 evaluation.

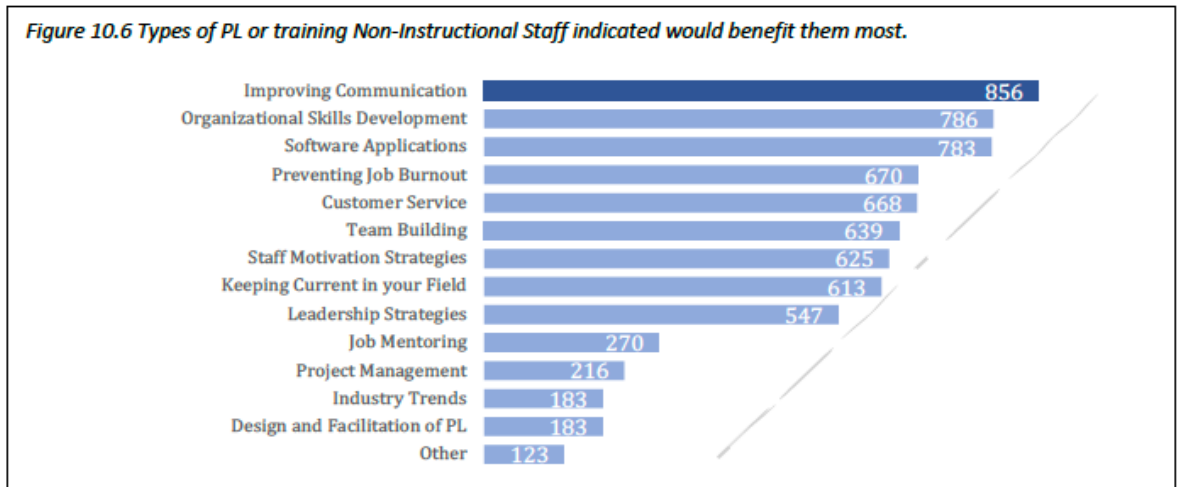


The majority (>70%) of school administrators (n=168) reported they were satisfied or very satisfied with the content focus and quality of BCPS professional learning and/or trainings, the district’s professional learning management system, Learning Across Broward (LAB) and the overall impact of BCPS professional learning and/or trainings on daily job performance. Less than 60% were satisfied with service, customer support and the timeliness of responses from PLSS. Charter school administrators reported significant concern regarding these three areas. District-based principals and assistant principals (n = 166) selected one or more strategies for which they would like staff to develop more knowledge and skills. Similar to instructional staff, curriculum and content in support of standards-based instruction and positive behavior interventions to assist students to prevent or de-escalate behavioral challenges were most frequently indicated as principals’ and assistant principals’ desired strategies for teachers at their site.

Where n = 320, 79% of district-based administrative and other staff data collection indicated they implemented new knowledge or skills at their workplace after participating in workshops at least quarterly. Professional learning in Leadership and Effective Communication represents the most frequently selected areas by this group and perceived as most beneficial with 54% and 53% respectively. Other specific interest areas included mental health, behavior management, parent engagement, legal, technology topics and psychological. Figure 10.5 below displays the percentage of responses by professional learning content area as indicated by district administrators and staff.



Non-Instructional staff represents a wide array of positions with varying skills and knowledge. The support from this group is essential to the success of the school district. It is therefore imperative that professional learning is prioritized for non-instructional staff. In SY 21-22, where n =1768, an increased number of non-instructional staff reported that training positively impacted outcomes (72%) and new knowledge or skill was implemented in the workplace (81%) compared to the previous SY. The number of personnel who indicated they were able to improve job performance decreased to 75% from 78% in SY20-21. A common theme identified from a qualitative data review was the desire for more and new courses for personnel in these groups and more training opportunities for clerical staff. The needs assessment processes in place to ensure quality and deliberate development opportunities across the district are also implemented to capture the needs and gaps of the district’s non-instructional staff group. In the SY 20-21 survey, the districts’ non-instructional staff members indicated that learning with the desired outcome of improving communication, organizational skills development and software application mastery would be most beneficial to their development. Figure 10.6 displays the professional learning content areas that non-instructional staff would find most beneficial. As noted, in SY 20-21 improving communication was most frequently identified.



Continuous collection of participant feedback is a component of the annual needs assessment process and is used in the district as a tool and an indicator in the evaluation and planning process of professional learning. All participants in professional learning and training activities are required to

complete the feedback form for all inservice-eligible courses and some training courses. A frequently used feedback form is the Professional Learning Feedback Survey. Figure 10.7 shows the percentage of participants who agreed or strongly agreed with the feedback questions listed for SY 21-22. The responses were favorable. However, there is room for improvement with particular emphasis on facilitator practice, course implementation and impact on student achievement. The online professional learning survey was the most used feedback tool in the districts professional learning management system during SY 21-22.

Figure 10.7. Participant Feedback, 2021–2022 (n = 30,348) Professional Learning Feedback

Statements/Questions	Percent Agree or Strongly Agree
The facilitator had a deep understanding of the content.	84%
The content and material were clearly communicated.	81%
The course content is relevant to my needs.	81%
The facilitator planned and managed time effectively.	80%
The facilitator allowed time for practice and collaboration.	79%
The facilitator offered follow-up support.	78%
I am able to implement the course content as intended.	77%
My new learning is likely to positively impact student achievement.	77%
The facilitator modeled new practices or procedures.	77%
I am likely to recommend this course to others.	75%

In addition to the gathering of multiple data points to identify needs and prioritize and drive decision-making leading to desired outcomes, the district also collects customer satisfaction data to ensure all stakeholders are knowledgeable and comfortable with the features and functionality of the district professional learning management system (PLMS). Data gathered suggest an overall positive user experience in the district professional learning management system, Learning Across Broward (LAB). The ease of using the course search function was indicated by about a quarter of both non-instructional and instructional staff as less than desirable, and 18% of instructional staff reported experiencing little to some difficulty with the transcript function. School-based administrators expressed satisfaction with lab experiences at 81%. The current contract with the current vendor is active until 2024 with an option for two one-year renewals. Additional data will be collected from all users to identify trends and determine next steps.

Standard 1.2: Professional Learning Resources

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

Standard Implementation

Prompt 11. Describe how the district implements the Professional Learning Resources standard.

Broward County Public School allocates funding to plan, design, deliver and evaluate quality professional learning opportunities for the workforce. Professional learning is funded through district annual allocations for schools and district departments. Although the district expends additional funds for professional learning through grants and other revenue sources, the following represent areas for distribution:

- analysis of student achievement data
- ongoing formal and informal assessments of student achievement
- identification and use of enhanced and differentiated instructional strategies
- enhancement of subject content expertise
- integrated use of classroom technology that enhances teaching and learning
- classroom management
- parent involvement
- instructional leadership
- effective school management
- school safety
- state and national standards and mandates
- compliance with the PL System Assurances
- subject-specific content
- teaching methods
- technology
- teacher evaluation system training
- literacy training
- assessment
- professional learning management system and system implementation
- research of professional learning content
- teacher collaboration time
- school- and district-based staff positions including support staff positions
- professional learning and training for members of the BCPS PL Team
- stipends

The following district resources have been allocated to comply with the FLDOE Information Database Requirements: Volume II, F.S. §1012.98 Florida’s School Community Professional Learning Act, S.B.E. Rule 6A-5.071 Professional Learning Catalog and 6A-5.069 School District Professional Learning System, and this document. District stakeholders are committed to providing all staff with high quality professional learning and training opportunities to enhance the workforce and achieve the desired outcomes of the PL System. The approved district calendar supports sustained opportunities for professional learning throughout the school year.

Prompt 12. List the technology platforms and programs the district uses to manage, provide or support professional learning, and briefly describe how they are utilized (e.g., participant registration, inservice points tracking and virtual collaboration).

Platform or Program	Use(s)
Badgr	Digital badging platform
Beacon Educator	Online learning platform
Brainshark	Training platform
Bureau of Exceptional Education and Student Services (BEESS)	Online learning platform

Canva	Interactive presentation and design platform
Canvas	Learning management system
H5P	Interactive presentation platform
Infobase	On-demand training platform
Learning Across Broward (PowerSchool Online K-12 Professional Learning Software)	Professional Learning Management System
Microsoft Forms	Survey, polling, and assessment platform
Microsoft OneDrive	File/resource sharing platform
Microsoft OneNote	Digital notetaking and file sharing
Microsoft SharePoint	File/resource sharing platform
Microsoft Stream	Video repository platform
Microsoft Teams	Virtual collaboration
Microsoft Yammer	Virtual collaboration
Nearpod	Interactive presentation platform
New Teacher Center Learning Zone	Virtual portfolio platform
SAP	Information management system
StreamVu Ed	Video repository platform

Prompt 13. List the funding sources and amounts allocated for the district's professional learning resources and calculate the percentage of the district's total operating expenses that is allocated for professional learning for each of the last three school years.

School Year	Primary Funding Sources	Amount Allocated for PL (F6400 & F7732)	Total District Operating Budget	% of Total Budget
2021-22	All Primary Sources	47,474,816	5,066,008,695	0.94%
	General Fund	8,803,059		
	Special Revenue	15,382,239		
	Title I	14,563,497		
	Title II	8,726,021		
2020-21	All Primary Sources	41,337,997	4,854,625,323	0.85%
	General Fund	5,585,457		
	Special Revenue	8,922,817		
	Title I	15,703,406		
	Title II	11,126,316		
2019-20	All Primary Sources	31,229,499	4,747,912,816	0.66%
	General Fund	8,319,774		
	Special Revenue	1,760,014		
	Title I	14,125,425		
	Title II	7,024,286		

Domain 2: Learning

Standard 2.1: Learning Outcomes

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

Standard Implementation

Prompt 14. Describe how the district implements the Learning Outcomes standard.

Broward County Public Schools' (BCPS) Professional Learning System and its components incorporate processes that deliberately design learning focused on desired outcomes intended for permanent changes in educator knowledge, skills, dispositions and practice aligned with teacher and student needs. Quality professional learning is sustained, supported, monitored and rigorous so that it leads to classroom or workplace implementation with ongoing fidelity and maximizes 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. The needs assessment process identifies present level of performance, identifies potential opportunities and supports the development of a plan of action to move the target audiences towards desired outcomes. Learning outcomes are developed by MP/IC owners in collaboration with PLSS staff through the annual needs assessment process that includes the analysis and disaggregation of multiple data sources. After completing the needs assessment process and identifying gaps and opportunities, desired outcomes are developed in collaboration with multiple stakeholders to ensure cohesion across the district that result in a streamlined and progressive approach to developing the workforce. The BCPS MP and IC template requires Professional Learning Providers across the district to use identified student needs to identify elements of implementation called performance indicators. Performance Indicators describe the behaviors that meet the desired outcomes and behaviors that do not meet the characteristics of the outcomes across a continuum and include five levels. The MP/IC template also requires PL Providers to identify the participant group(s) (target audience) for each desired outcome and assign responsibility to various participant roles with the ability to impact and implement desired outcomes. BCPS professional learning guidelines require professional learning outcomes be directly linked to teacher practice that results in elevated student achievement and aligned to identified student needs and the content listed below:

- Reading
- Next Generation Sunshine State Standards for science and Florida Standards (BEST Standards) for language arts, math, social studies, and fine arts
- Instructional strategies
- Non-instructional strategies
- Compliance
- Leadership
- Technology
- Assessment and data analysis
- Classroom management
- Family involvement
- School safety

All BCPS MPs and ICs outline clear expectations called desired outcomes across a continuum of implementation that specify what educators need to know and do in relation to educator performance standards. These behaviors are described in detail on the MP/IC templates and performance indicators. In addition, professional learning proposals (activities) are reviewed to ensure follow-up plans support full implementation of desired outcomes and successful assimilation of performance indicators in the workforce across the district. BCPS Professional Learning Providers provide support and resources to learners at all levels of implementation. PL Providers use multiple data sources to evaluate the results of professional learning activities through the measurement of quality impact and fidelity of ongoing implementation, sustained changes in teacher practice over time, and impact on student achievement derived from the learning provided to specified target audiences. The data and evaluation results of current and past professional learning sessions drive data-based decisions for future learning and creates coherence for learners by ensuring future outcomes build on previous professional learning and/or knowledge. To meet the varied needs of all target audiences, BCPS PL Providers offer face-to-face, blended and online learning opportunities.

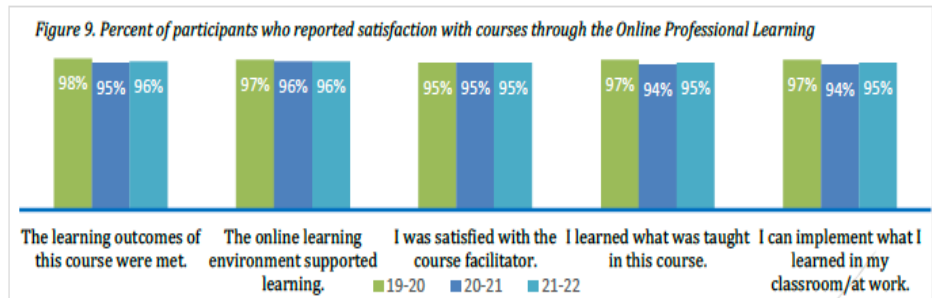


Figure 9 depicts 96% of learners participating in online professional learning activities over a period of three years agreed that the professional learning outcomes of online learning were met. 96% of those responding to the survey agreed that the online learning environment supported their learning. 95% agreed that they learned what they were taught and 95% agree that they can implement what they learned.

The end goal of all professional learning is enhancement of teacher practice to ensure student success in college, career and life. Multiple district, school, classroom, and individual student data sources are collected and analyzed to determine impact on student outcomes. Figure 10 displays a percentage comparison of students who graduated over the past 6 school years in Broward and the state of Florida. Graduation rates may be considered an indicator for performance of schools and a great influencer for future employability of students. Over the past six years BCPS has trended lower than nearby counties and with exception of the most recent school year (SY) 21-22, BCPS graduation rates have been lower than the state. Student outcomes continue to be the focus of professional learning for the district.

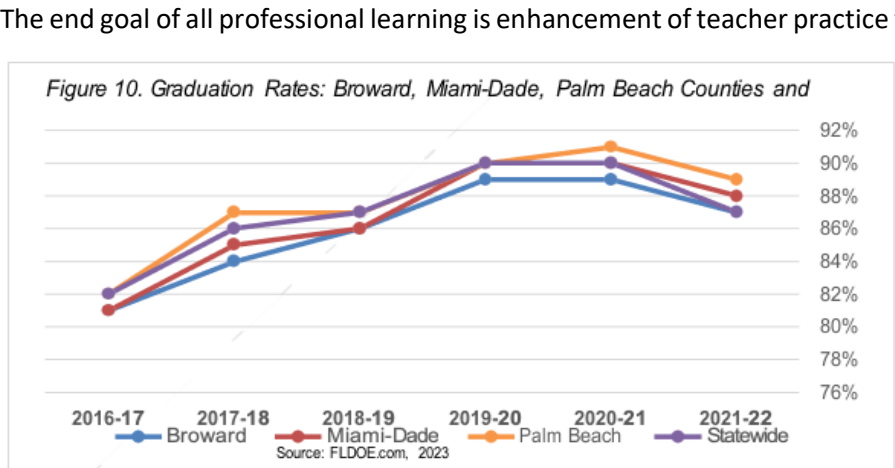


Figure 10 displays a percentage comparison of students who graduated over the past 6 school years in Broward and the state of Florida. Graduation rates may be considered an indicator for performance of schools and a great influencer for future employability of students. Over the past six years BCPS has trended lower than nearby counties and with exception of the most recent school year (SY) 21-22, BCPS graduation rates have been lower than the state. Student outcomes continue to be the focus of professional learning for the district.

BCPS Professional Learning System incorporates processes focused on measuring and achieving learning outcomes for all in-service learning activities in the district. Through collaboration with stakeholders, BCPS implements protocols and procedures within the PL System focused on achieving desired outcomes at the program and activity level through data-driven decision-making processes, i.e.,

- requiring PL Providers to identify participant learning outcomes based on evaluation of past learning
- detailing performance indicators that identify behaviors, dispositions, skills, and knowledge outcomes for participants at each of five levels of implementation
- designing and facilitating coherent learning activities that build on previous learning and guide participants to higher levels of implementation along the performance indicator continuum to achieve specific desired outcomes
- incorporating coherence across district programs to capitalize on generalization of skillsets, dispositions and/or knowledge
- use of research- and evidence-based learning designs to continually improve and support fidelity of implementation that fully engage the audience and meet the needs of target audiences
- identification and integration of skillsets that promote achievement across programs
- designing professional learning opportunities with the end in mind
- requiring PL Providers to identify the primary method through which participants earning outcomes will be impacted at the program and activity level
- requiring PL Providers to outline how impact on student achievement and/or behavior will be evaluated at the program and activity level
- providing ongoing support to participants through face-to-face, blended and virtual venues as they implement learning and realize outcomes
- assigning instructional specialists to coach and provide continuous support, modeling and mentoring for participants during implementation
- providing time and allocating resources to ensure teachers' workdays includes participation in year-long Professional Learning Communities (PLC)

BCPS professional learning is intentionally designed to be rigorous, sustained, supported, and monitored. The district recognizes and supports professional learning as the key strategy for improving instructional personnel practice and student outcomes. Fidelity in implementation that changes practice occurs over time and requires support for and monitoring of implementation to embed the new learning into practice and ultimately achieve desired outcomes.

Standard 2.2: Learning Designs

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

Standard Implementation

Prompt 15. Describe how the district implements the Learning Designs standard.

BCPS professional learning includes personalized designs with multiple opportunities for participant implementation of new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes. The BCPS department of Professional Learning

Standards and Support (PLSS) has several programs through which professional learning providers are trained on the Learning Designs Standard. District-based professional learning designers and facilitators are required to complete the BCPS Professional Learning Facilitator Micro-credential (PLF Micro-credential). School-based teacher leaders are required to complete the Teacher Leader Facilitator Academy (TLFA) prior to being eligible to facilitate professional learning in the district. All District Professional Learning providers are required to identify a PL Liaison/Contact to the Professional Learning Coordinating Council (PLCC). Quarterly PLCC meetings ensure that all professional learning is cohesive, compliant and monitored for impact on teacher practice, student achievement and desired outcomes as part of a cycle of continuous improvement.

Through collaborative efforts between PLSS and all academic departments, the TLFA aims to establish a cadre of trained Professional Learning (PL) Facilitators in the district that actively participate in ongoing learning aligned to their assigned content area of expertise using the latest research-based design and facilitation techniques for planning, designing, delivering and monitoring of professional learning. The TLFA highlights the importance of considering desired outcomes, performance indicators and educator and student learning needs, interests and experiences in learning designs.

The intended outcome of all learning designs is to ensure active engagement strategies and conventions for learning are in place for individuals, teams, schools, and the district. Conventions for quality adult learning including active engagement, modeling, application, assessment, reflection, feedback, and ongoing support are embedded into professional learning activities year-round. All conventions for quality learning design strategies are modeled and monitored for PL Provider teams and PL Facilitators in the TLFA's year-long professional learning program to ensure all district learning activities and outcomes meet the needs of varied levels of educator knowledge and skills within the district and the instructional needs of our schools and students. Currently, PLSS PL Specialists are working on developing a Level Two TLFA that will build on previous learning and further enhance the design of future professional learning activities.

The PLF Micro-Credential aims to develop a cadre of district- and school-based facilitators able to implement the district's best practices for design and facilitation outlined in the BCPS Professional Learning Facilitator Planning Guide (PLF Guide). The PLF Guide supports the districts mission to provide quality professional learning that aligns to research-and evidence-based learning designs to continually improve educator practice and student outcomes. The PLF Micro-Credentialing and the PLF Guide emphasize the importance of considering desired outcomes, performance indicators and educator and student learning needs, interests and experiences in the selection of learning designs. As a result, professional learning providers continuously work towards improvement in the design of professional learning that encompasses active engagement, adult-learning principles, openness to varied perspectives, inquiry, self-reflection, and action. PL Providers analyze multiple data sources and consider desired outcomes to determine which learning design model is best suited for the learning; face-to-face, online or blended. This guide ensures that all professional learning designed within BCPS is aligned to state and district standards with a focus on research-based practices that focus on personalization and meets the varied needs of district and school-based staff throughout the district.

Data trends are used to determine effective learning designs. Recent trends indicate that online trainings have increased in popularity particularly since the COVID-19 pandemic. BCPS provides professional learning and training in three formats: in- person, online, and blended (face-to-face and

online components). Recently, over 40% of non-instructional, instructional and district staff reported online trainings were more effective than face-to-face and blended learning activities. In SY21-22 instructional staff (41%) indicated online learning was most effective compared to the previous year (34%). Twenty seven percent (27%) selected blended learning as a preference, 24% preferred face-to-face and 8% indicated no preference. There was a six percent increase in the number of non-instructional staff that selected online learning as a preference this year, a rise to 48% from 42% in SY20/21 and up from 26% in SY19/20. Both instructional and non-instructional staff considered online availability of courses to be the greatest influencer of professional learning participation in SY21/22. Self-paced and professional learning offered at convenient times were also greatly influential for instructional and non-instructional staff alike. This data is used to gauge learner's preference and promote engagement, attendance and increase completion rates.

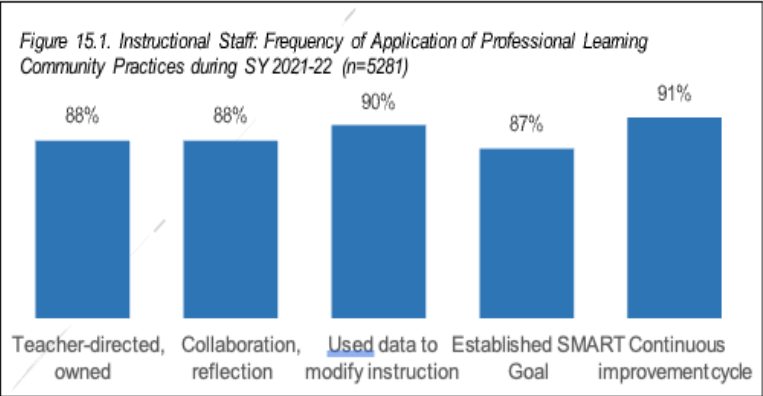
Learning designs are impactful in achieving intended learning outcomes. During the planning phase, learning designs are selected by PL Providers who identify performance gaps between current levels of performance and desired outcomes or expectations, analyze the investment of resources to reach desired outcomes for specific target audiences, determine impact maximizing strategies and supports, and develop a plan of action to move the target audience towards desired outcomes. At times, multiple learning designs are incorporated to capture maximum engagement from target audiences.

In alignment to the work PLSS does to effectively implement the FL Professional Learning Standards Learning Design standard, the department also recognizes the importance of personalization and collaboration in the adult development process. Therefore, all instructional personnel are strongly encouraged to engage in year-long collaborative learning cycles via authentic professional learning communities (PLC) aligned with the Florida Professional Learning Standards, the District's Strategic Plan, school-based improvement plans, the results of analysis of multiple data sources and this document to ensure an ongoing, collaborative learning process through which adult learners select a professional learning community design (Data Teams, Lesson Study, Collaborative Inquiry or Action Research) supportive of the teams' professional growth needs as a whole. In SY 22-23, there are 2,434 active PLCs in the district. Ninety-one percent of instructional staff are participating in at least one PLC.

PLSS ensures all school and district-based PLCs incorporate all components of quality professional learning and adhere to the specifics outlined in the Memorandum of Understanding Between the School Board of Broward County and Broward Teachers Union on Professional Learning Communities signed April 18, 2019. Annually, schools and district departments identify a site-based Inservice Facilitator (IF) to provide support and oversight for all PLCs at the school site or department. PLSS sponsors an annual IF Orientation at the beginning of every school year. After the annual IF Orientation, all site-based IFs are prepared and available to support all school and/or department team members and ensures individual teams' progress towards or meet their PLC SMART goal. PLSS provides ongoing support, communication and updates throughout the school year in support of effective PLC design implementation and facilitation. PLSS offers learning opportunities to participants, IFs, PLC Facilitators, and school-based administrators to support mastery of the performance indicators identified in the Journey to Authentic Professional Learning Communities Master Plan (MP) to ensure compliance with inservice requirements, the FL Professional Learning Standards, quality PL indicators, and this document.

Annually, instructional staff are asked to share their perception on the impact of PLCs on their practice; 86% reported implementing instructional strategies learned during PLCs and 85% felt PLC content was relevant and helped improve their instructional practice. With regards to improving student outcomes, 81% reported that strategies implemented from PLCs enhanced their students’ outcomes. Figure 15.1 summarizes the frequency with which instructional staff reported applying five promising practices in PLCs during SY 21-22. Over 91% of teachers reported a cycle of continuous improvement at most or all meetings. Most teachers (88%-90%) 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 slightly smaller percentage of teachers (86%) said that they established and focused on a common SMART Goal for student learning. These positive responses are consistent with multiple research sources that suggest the positive impact of PLCs on teacher practice.

To ensure year-round learning that provides BCPS educators the opportunity to engage in role-specific content via multiple learning designs, the district offers Seasons of Learning (SoL). SoL supports offers multiple, year-long (summer, fall, winter and spring) related learning opportunities that engage educators in professional learning experiences followed by ongoing supports throughout the school year. SoL provides scaffolding of the knowledge progression and develops targeted skills to heightened understanding and support fidelity of implementation over time. This system of



implementation, follow-up, support, coaching, and mentoring are the paradigm of professional learning that engages, motivates, and allows for self-directed implementation and continuous improvement for all adult learners. SoL is designed by district PL Providers and content experts to target specific content and/or grade level needs throughout the district and

provide sustained engagement in continued growth opportunities to develop teachers and staff across the district. Through this year-round professional learning program, district departments engage in coordinated inter-department efforts to design professional learning opportunities that align to the District’s Strategic Achievement Plan and school-based improvement plans. SoL also focuses on providing teachers sustained, year-round learning and support for implementation of new knowledge and skills to maximize direct impact on effective teaching that leads to increased student achievement. BCPS SoL professional learning opportunities are sustained, supported, monitored, cohesive, data-driven, personized and rigorous and result in classroom or workplace implementation with fidelity to capitalize on potential for improvements in the district’s workforce.

Domain 3: Implementing

Standard 3.1: Implementation of Learning

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

Standard Implementation

Prompt 16. Describe how the district implements the Implementation of Learning standard.

Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning. As a district, BCPS values and believes that sustained and supported implementation is integral to the professional learning process.

BCPS MP/ICs establish short- and long-term plans for professional learning and implementation of the learning. Such plans guide individuals, schools, districts, and states in coordinating learning experiences designed to achieve outcomes for educators and students. Implementation plans are a component of BCPS MPs and ICs. The BCPS MP/IC template and the implementation plans contained therein are designed to guide implementation of new learning to the highest level and to increase the effectiveness and results of professional learning. The MP/IC desired outcomes address the gap between knowledge and doing for all participants/learners of the MP/IC as identified by the Annual Needs Assessment Report. MP/IC desired outcomes are broken down into a continuum of behaviors and clear expectations called performance indicators. Performance indicators describe measurable and observable behaviors along a continuum ranging from full implementation to no implementation and are used as a diagnostic tool to identify levels of implementation, variations of implementation and degrees of implementation by participants. Each level on the performance indicator continuum describes the associated knowledge, behaviors, skills and dispositions of participants in observable and measurable terms. These behaviors are categorized into five implementation levels ranging from level 1 (no implementation) to level 5 (full implementation). The success of each MP/IC is determined by determining the level or variation of participant implementation as determined by the performance indicators outlined in the MP/IC. MP/IC success is achieved when a predetermined percentage of participants fully and regularly implement the Level 5 performance indicators with fidelity. Progress is determined when participant implementation of learning is steadily trending towards Level 5. An evaluation plan is included in all MP/ICs and identifies the pre-selected data sources that will be used to evaluate the plan as whole. Pre-selected data sources are used alongside Guskey's Five Levels of Evaluation model to assess participant reactions, learning, organizational supports, participants' use of new knowledge and skills and student outcomes. Ongoing evaluation of the system as a whole and its parts (each MP/IC) ensures cohesion throughout the entire system and supports the identification and selection of resources and services needed to support full implementation of performance indicators with fidelity.

At the district level, PL Providers have various ways to monitor the implementation of their professional learning offerings. Included in the BCPS course proposal process is a series of guiding questions to support the professional learning designer and course proposer as they consider and plan to monitor implementation of learning. There are two critical sections that address

implementation: Implementation Method and Implementation Plan. The Implementation Method provides/suggests several researched-based methods to support implementation that the professional learning provider must consider. These options are provided in a drop-down menu format and a selection must be made when the course proposal is submitted in LAB, the district's PLMS. When the learning provider decides on the best method of implementation for their content, they develop a comprehensive plan to support and ensure the participant's use of the newly acquired learning.

At the school level, multiple supports and scaffolds are available to support implementation of new learning. BCPS school staff include one or more coaches that provide learners opportunities for frequent feedback and reflection to facilitate the analysis and adjustment of practice in relation to established expectations. In addition to coaches and support personnel, the department of Teacher Professional Learning and Growth (TPLG) provides learning and support to school-based personnel via the BrIDGES Effective Teaching MP that outlines desired outcomes and performance indicators to achieve full implementation of the Marzano Focus Teacher Evaluation Model. TPLG designs, delivers and monitors professional learning aligned to the Marzano Focus Teacher Evaluation Model to all schools to support fidelity of implementation of the desired outcomes of the BrIDGES Effective Teaching MP.

Through F.S. 6A-5.080 The Florida Educational Leadership Standards, the state acknowledged the importance of professional learning and identified educational leadership standards aimed at providing safe learning environments for students and teachers alike. Therefore, principals have access to professional learning data, reports and resources for all faculty and staff at their school site via the district's PLMS. Therefore, principals may access completion data, implementation plans, and have the ability to assign and recommend professional learning activities that support implementation of new learning to individuals and groups of individuals at their school site. Principals and assistant principals attend weekly and monthly meetings designed to formulate collective efficacy practices throughout the district. Information and presentations are frequently shared to encourage and support the facilitation of implementation at school sites. Select principals and assistant principals from each level (ES, MS, HS and Combo) are members of the Professional Learning Coordinating Counsel and serve as liaisons with PLSS and share information and updates with their peer cohort at regularly scheduled district-sponsored meetings.

Most the district's 13,965 instructional staff participate in Professional Learning Communities (PLCs) designed to support a collaborative cycle of continuous improvement that focuses on the implementation of effective instructional strategies that lead to desired or improved student performance outcomes. BCPS PLCs are the primary method by which district teachers implement new learning and earn inservice points in the district. BCPS PLCs are designed to monitor and assess the degree of implementation to identify and resolve challenges related to integration of professional learning in a collaborative setting with peers. PLSS provides professional learning for all PLC members including the IF, PLC Facilitator and team members. Teachers are encouraged to collaborate in pairs, groups, between schools vertically and horizontally and with district staff to achieve full implementation with fidelity of all new knowledge, skills, strategies and/or dispositions to ensure expansion of effective practices across the district. This practice is individually driven by the learner to accommodate personalization and individualism.

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning

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

Standard Implementation

Prompt 17. Describe how the district implements the Evaluation of Professional Learning standard.

Implementation of the BCPS PL System itself is coordinated and managed via an MP/IC process. Various district, school and individual data sources including MP/IC evaluations and activity evaluations are included in a bi-annual (mid- and end-of-year) BCPS PL System evaluation. The BCPS PL System Master Plan outlines the desired outcomes and performance indicators for multiple roles associated with the implementation of the BCPS PL System: instructional participants, non-instructional participants, school-based administrators, district-based administrators, professional learning facilitators, professional learning providers, professional learning team members, instructional coaches and district-based coaches. The desired outcomes of the BCPS PL System MP are adjusted as a direct result of the mid- and end-of-year evaluations and the annual PL System needs assessment report and includes data collection to promote continuous reflection on goal attainment, capacities and resources for sustaining the PL System, and the impacts of PL resulting in performance enhancements for staff and student outcomes.

Evaluation of professional learning involves the analysis of all components of the system using various data sources to measure the fidelity of implementation, impact on participants' performance and eventual impact on student outcomes. BCPS performs bi-annual evaluations of the PL System as a whole and each program, MP/ICs, in the system. Pre-selected data sources used to evaluate programs (MP/ICs), desired outcomes and activities. In a large and complex district such as BCPS, a multitude of data sources and data points are available for the bi-annual evaluation processes and the annual needs assessment. Data sources are validated and/or adjusted during the annual needs assessment process in collaboration with the PLSS Research Specialist. Examples of data sources may include, but are not limited to the following:

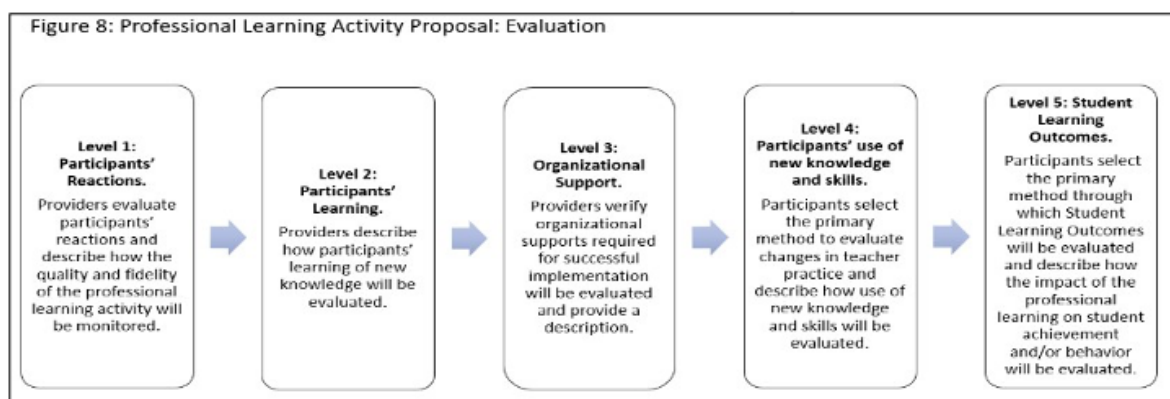
- school discipline data;
- school climate data;
- parent satisfaction data;
- instructional personnel evaluation system data;
- school and district administrator evaluation system data;
- annual school reports;
- teacher evaluation;
- school improvement plans;
- PLMS reports;
- formative and summative student performance data;
- classroom observations;

- student work samples; and
- other performance indicators to identify school and student needs that can be met by improved professional performance.

BCPS uses qualitative and quantitative research approaches to bi-annually (mid- and end-of-year) evaluate the impact of the system as a whole on teacher knowledge, skills, disposition, practice, and impact on student achievement. Without evaluation 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 identify trends and degree of impact that guide decisions about organizational supports and changes that are needed to enhance instruction and leadership.

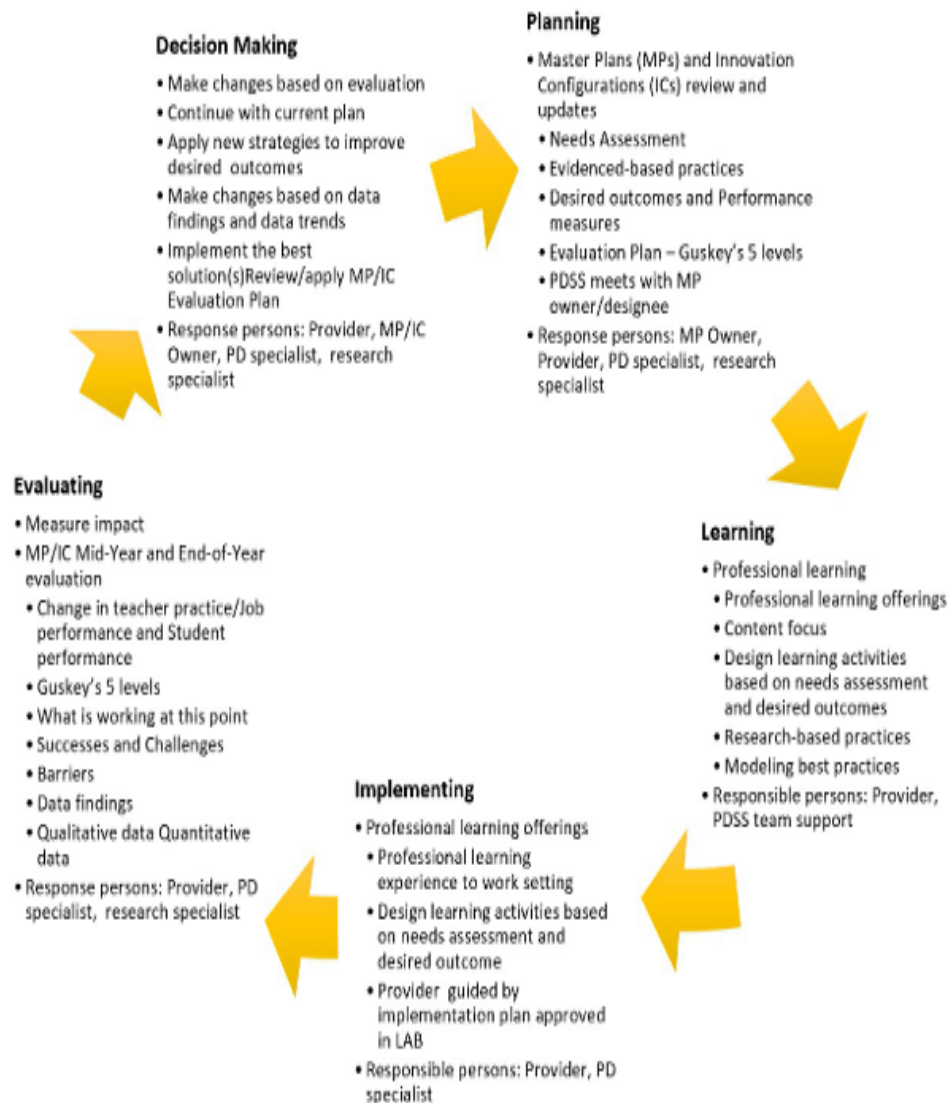
In a coordinated effort to facilitate the evaluation of professional learning where desired outcomes for approved initiatives are ongoing, without a designated end date, a master plan (MP) is developed by PL Providers to guide the planning, learning, implementing, and monitoring processes. Innovation Configurations are used to monitor the planning, learning, implementing, and monitoring of initiatives with a specific start and end date. At the end of the IC period, decisions as to whether the innovation was successful are made based on evaluation results. All BCPS professional learning is aligned to MP or IC desired outcomes and performance indicators. Each professional learning activity defines the behaviors and expectations of the learners over a continuum of behavior indicators called performance indicators. Evaluation of professional learning requires all BCPS PL Providers to use multiple data sources to review their MP/IC and the professional learning activities offered under each MP/IC with Guskey's Five Critical Levels of Professional learning (see above) at least bi-annually through a mid-year and end-of-year review process alongside the PLSS Research Specialist. PL Providers annually update MP/IC desired outcomes and/or performance indicators in collaboration with PLSS as a result of the bi-annual evaluations to ensure relevance to district, school and individual needs; alignment to district and school goals; cohesion throughout the district; compliance with state statutes, rules, policies, the Florida Professional Learning Standards, and this document.

Embedded in all MP/ICs and each learning activity proposal are evaluation plans aligned with Guskey's Five Critical Levels of Professional Learning as detailed in figure 8.



PLSS also conducts an aggregate evaluation of all BCPS MP/ICs bi-annually, mid- and end-of-year evaluations. The data sources for mid-and end-of-year evaluation includes results from the MP/IC evaluations and reports submitted by PL Providers across the district.

Figure 9. PDSS Evaluation: Continuous Cycle of Improvement



Links to current Master Plans and Innovation Configurations, as well as templates for district Professional Learning Providers to develop new Master Plans and Innovation Configurations, are available on the PLSS website and may be accessed by clicking [here](#).

Individual activities or course types (CTs) are also submitted for approval via the district's professional management system and undergo a workflow review and approval process. Proposal submissions are vetted through the workflow process and include the approval of the design, confirmation of alignment to MP/IC and district goals, verification of inservice eligibility and validation that an evaluation plan is included and aligned to the evaluation plan of the MP/IC under which the course type is housed. The proposal approval workflow validates the activity evaluation plan for measuring the fidelity of implementation and impact on student achievement and its alignment to MP/ICs desired outcomes and performance indicators. This continuous cycle of improvement validates and aligns efforts and outcomes for the workforce and specific subsets of the workforce. Evaluation results are comprehensively analyzed to guide decisions about adjustment to the MP/ICs, the system and the organization and are essential for support and promoting quality learning for teachers, leaders and all

personnel in the organization and to communicate to parents, the community, and other districts about the successes and challenges of the system. The fidelity of implementation and impact of the overall system on the organization is documented in an annual comprehensive evaluation report conducted by PLSS. This evaluation is coordinated through multiple approaches as detailed in Figure 10.

Figure 10. PDSS applied methods for BCPS PL System Evaluation

Monitors fidelity of implementation of the system
Approves and supports the design and delivery of professional learning and alignment to intended outcomes
Provides coaching and support for all stakeholders
Provides professional learning and support to owners of Master Plans, Innovation Configurations, Credentials, Qualifications and Certification Programs
Provides professional learning and support to the Professional Learning Providers
Develops and supports Professional Learning Facilitators
Provides support to Professional Learning Teams
Evaluates the impact and fidelity of implementation of the PL System and supports the evaluation of impact and fidelity of implementation for all learning and plans within the system
Administers annual surveys to specified target audiences of the system
Brings the system and Master Inservice Plan to the School Board for approval by September 1st of each school year
Monitors adherence to Adult Learning Principals, State Statutes, Rules, FL DOE Guidelines and District Master Inservice Plan

A committee called the Professional Learning Design Committee represents a cross-section of stakeholders who meet at least annually to determine enhancements and/or adjustments needed to the BCPS PL System and its components. The Professional Learning Coordinating Council (PLCC) is comprised of all Professional Learning Providers and district- and school-based representatives of all professional learning that is part of the system. PLCC meetings are mandatory for Professional Learning Providers to ensure that all professional learning is monitored for impact as part of a cycle of continuous improvement, including mid-year and end- of-year data reviews, aligned with the planning needs of district departments and schools. The Professional Learning Design Committee is incorporated into the Professional Learning Coordinating Council (PLCC) which meets quarterly, at minimum.

The District’s Enterprise Resource Planning Department (ERP) provides reports on the State Survey Requirements. This includes not only the cumulative hours of training in each area, but also the five Inservice Education Codes: Primary Purpose, Learning Method, Implementation Method, Evaluation Method for Staff, and Evaluation Method for Students. The eLearning management system allows our district to monitor closely every aspect of professional learning through customized queries that can be generated for specific aspects of the professional learning offerings. This data plays an integral part in the decision-making process for examining professional learning impact and return on investment. Data and the results of ongoing evaluations are communicated to stakeholders indicating the successes and challenges of the BCPS Professional Learning System. PL Providers, PL Team members, principals and select district-based staff have access to data and reports available in the PLMS to support continuous analysis and improvement efforts across the district.