

Professional Development System Redevelopment Plan - 2013



The mission of the Office for Professional Development and School Supports is to maximize student achievement and 21st century professional learning by providing differentiated professional development and coaching, focused on enhancing teaching practices and the implementation of highly effective professional learning communities.

Updated 2013-2014 Pending School Board Approval

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FOREWORD

This Professional Development System Plan communicates key concepts relevant to Professional Development in Pasco County. Although many important issues are addressed, undoubtedly there will be some issues that are not in this plan. Questions and comments should be directed to the Office for Professional Development and School Supports.

An electronic version of this plan and supporting information/forms can be downloaded in PDF format from the Professional Development and School Supports website.

The Office for Professional Development and School Supports will communicate information to Professional Development Coordinators regarding updates made to this document.

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Priority Shifts

This document contains illustrative foundational or core policies for a district professional development system and associated practices that support implementing those policies. Core policy shifts addressed in this document include:

1. A Focus on College and Career Ready Students
2. The Priority Shifts in Professional Development
3. The Purposes of the Professional Development System
4. The Capacities Employed in the Professional Development System
5. The Deliverables of the Professional Development System
6. The Evaluation Practices of the Professional Development System
7. The Role of the Master Inservice Plan (MIP)

PHILOSOPHY OF THE OFFICE FOR PROFESSIONAL DEVELOPMENT AND SCHOOL SUPPORTS

The District School Board of Pasco County's vision document, *Pasco's Vision: A Community of Connected Schools*, supports a continuous, flexible professional development program that establishes lifelong learning as a valued expectation for all administrative, instructional and support staff. The *Living the Vision 2008-2009 District School Board of Pasco County Strategic Plan* charges us to "recruit, retain, and train highly skilled and diverse employees." Participation in professional development results in innovative, effective and efficient strategies focused on specific work requirements, successful teaching practices, and/or leadership behaviors. This occurs in a wide variety of delivery systems such as coursework (college or adult education), interactive training, online or electronic media, job-embedded professional development, etc. Application of skills, behaviors, and strategies learned positively impacts student performance and organizational growth. Professional development also promotes internal and external communication and develops a sense of district pride.

Pasco's Vision is to create a community which works together so all Pasco students reach their highest *potential*. The mission of the Office for Professional Development and School Supports is to maximize student achievement and 21st century professional learning by providing differentiated professional development and coaching, focused on enhancing teaching practices and the implementation of highly effective professional learning communities.

PURPOSE OF PROFESSIONAL DEVELOPMENT

"The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce." (s. 1012.98 (1) F.S.) Professional Development is an organized system for providing opportunities for staff members to improve the skills and knowledge needed to effectively teach students the curriculum, provide a supportive and nurturing environment, understand and motivate students with varying needs and successfully communicate with parents and guardians. This system also offers opportunities for all personnel to develop their capacities to perform specific job responsibilities at optimal levels and provides for the development of leadership skills. Participants in professional development include school board members, district office administrators, school-based administrators, instructional personnel, and support staff.

Quality Professional Development in Pasco County is designed based on the *National Staff Development Council Standards* and the standards of the Florida Department of Education's Professional Development System. Copies of *Florida's Professional Development System Evaluation Protocol Side by Side Standards* AND the *FLDOE Professional Development System Evaluation Protocol – Reviewer's Guide* can be found on the Professional Development website.

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Using these standards and principles as a guide, Pasco County's professional development is:

- Data-driven.
- Based on involving participants in the identification of what they need to learn and of the learning experiences in which they will be involved.
- Job-embedded.
- Organized around collaborative problem solving.
- On going, involving follow-up and support for further learning.
- Connected to a continuous improvement model focused on improving student learning.

Evidence of the existence of these ideals is clearly reflected in *Deliberate Practice Plans* (A copy of this form can be found on the Professional Development website.) Professional development offered in Pasco County is aligned to the *District's Strategic Plan*, Department Action Plans, School Improvement Plans, and to *Deliberate Practice Plans*.

Decisions regarding the planning, learning, implementing, and evaluating processes of professional development are carefully considered in order to ensure meaningful growth experiences for participants. Since the purpose of professional development is to meet the individual participant's needs, as reflected in his/her *Individual Professional Development Plan* (IPDP) and/or the School Improvement Plan (SIP), the goal of the Professional Development Department is that professional learning will prepare Pasco County employees to positively impact student achievement. This occurs by equipping employees to effectively carry out their job responsibilities.

In addition to analyzing multiple data sources specific to a school, it may be necessary to survey instructional staff members to determine school-wide professional development needs.

RACE TO THE TOP (SOW) INTEGRATION

<p>RTTT Scope of Work (SOW) issues impacting RTTT district professional development (PD) systems District RTTT grant SOW issues and deliverables to be addressed in department review and approval as substantial changes in school district PD systems include</p>	<p>Page number describing infusion of RTTT SOW into PD System</p>
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EVALUATION OF PROFESSIONAL DEVELOPMENT

Revised PD Evaluation System: A component of the district’s PD system reflecting a revised process for evaluating the district’s PD in accordance with protocol standards, the requirements of the Memorandum of Understanding, and as described in the grant.

<p style="text-align: center;"><u>Current activities</u></p> <ul style="list-style-type: none"> • Training expectation form (TEF) – district level (TEF form) • School improvement plans – school level; these include PD pieces (Sample SIP data analysis piece) • Deliberate practice forms – teacher level (DP form) • Meeting minutes 	<p style="text-align: center;"><u>Need to update/Change</u></p> <ul style="list-style-type: none"> • TEF updated to include more specific intended outcomes attached to a data source • Trainer needs to have follow up mechanism for the PD effectiveness – intended outcome
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Personnel Evaluation Data: The district will utilize data from teachers’ and principals’ evaluations to plan and evaluate professional development.

<p style="text-align: center;"><u>Current activities</u></p> <ul style="list-style-type: none"> • Data is collected using the iObservation web based database - District • School based admin enter data into system - school • Teacher and Admin work collaboratively to assess previous evaluation data and agree to an element from the Marzano teacher evaluation system to improve on during the school year. They develop a specific DP plan for each teacher. 	<p style="text-align: center;"><u>Need to update/Change</u></p> <ul style="list-style-type: none"> • District needs to have HR and PD collaborate on analyzing teacher evaluation data and development of appropriate PD to support teacher growth in areas shown to be in need of improvement • Areas of PD will be based upon the Marzano causal teacher evaluation system and its corresponding domains and elements
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Impact on Practice: The district will evaluate the effectiveness of PD based on changes in practice and student outcomes.

<p style="text-align: center;"><u>Current activities</u></p> <ul style="list-style-type: none"> • Transitional 	<p style="text-align: center;"><u>Need to update/Change</u></p> <ul style="list-style-type: none"> • District level teams will visit classrooms and schools • School based administrators will evaluate PD through a variety of methods including walkthroughs, surveys, lesson plan reviews, and SIP goal reviews • Professional development regional specialists will observe classrooms for data and evaluation • Professional development regional specialists will collect artifacts from teachers and schools
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INSTRUCTIONAL IMPROVEMENTS

Faculty Development: Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6).

<u>Current activities</u>	<u>Need to update/Change</u>
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<ul style="list-style-type: none"> • Training selected schools and a selected department within that school per year on lesson study • Using the Cambridge model for classroom observation in which all administrators were trained in • Offering the coaching series professional development • Schools employ walk through protocols based in the unique needs of that school • Mentor program 	<ul style="list-style-type: none"> • District reorganization emphasizes the change from evaluation to professional growth through with the partnership from LSI and the recertification of all school admin to a growth model • Train building level Professional Learning Community facilitators in every school within the district • Train PLC facilitators on lesson study • Creating experiences in PLC professional development to learn how to set and implement SMART goals using Common Core State Standards (CCSS) • Principal will coordinate PLC supports and structures (Step 0) and monitoring of effectiveness • Teachers will select an element from the Marzano Causal framework as their deliberate practice and receive support from their school level admin and district support
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Common Core State Standards Transition Support: Teacher content knowledge with a focus on the CCSS (aligns with Protocol 1.2.2; 2.2.2; 3.2.2).

<u>Current activities</u>	<u>Need to update/Change</u>
<ul style="list-style-type: none"> • Use of literacy specialists to support CCSS implementation • Targeted PD to teachers and admin on CCSS overview/surface to gauge readiness • Transitional 	<ul style="list-style-type: none"> • District will train PLC facilitators on how to prioritize and unwrap a CCSS, create a scale that drives formative assessments • OTOL will prioritize common core shifts in ELA and Math and providing the support to navigate those shifts • OTOL is also clustering common core standards and creating multidimensional scales around those standard clusters • Reorganization included the hiring of 4 CCSS specialists and 4 PD specialists whose goal is to do the following... • Schools will develop PLC teams around content knowledge (horizontal and vertical teams) • Teachers will be unpacking standards as part of PLC work and creating common assessments • Teachers will work within their PLC to evaluate instruction and learning and make adjustments to that instructional practice

Research-based Strategies: Instructional strategies and methods for implementation of the Common Core State Standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)

<u>Current activities</u>	<u>Need to update/Change</u>
<ul style="list-style-type: none"> • Transitional 	<ul style="list-style-type: none"> • PLC implementation as the vehicle for standards based instruction • Implementation of Marzano Causal Teacher Evaluation system

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Differentiated Instruction: Methods, strategies and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	
<p><u>Current activities</u></p> <ul style="list-style-type: none"> The PD department provides differentiated instruction training – see program 	<p><u>Need to update/Change</u></p> <ul style="list-style-type: none"> Pasco's reorganization plan divides the county into 4 regions and the PD department will be surveying each region to assess DI based on need. PD specialists will work within their region to support PD differentiated instruction
Assessments and Lesson Studies: Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B) (3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1)	
<p><u>Current activities</u></p> <ul style="list-style-type: none"> Transitional 	<p><u>Need to update/Change</u></p> <ul style="list-style-type: none"> Standard leads to scale which leads to common assessments – PLC work Intentional planning leads to intentional teaching leads to intentional learning outcomes – PLC work
Common Planning: Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)	
<p><u>Current activities</u></p> <ul style="list-style-type: none"> Structure have been inconsistent in this area 	<p><u>Need to update/Change</u></p> <ul style="list-style-type: none"> During our restructuring, schools have been provided support and training on providing protected time for content/subject area lesson study 100% of school will provide protected and common planning time We are providing our faculty 2 professional development days for the implementation of PLC and lesson study
ABOUT DATA	
Data Access: A comprehensive plan to deliver professional development to teachers, principals and administrators on how to access local instructional improvement and state-level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5).	
<p><u>Current activities</u></p> <ul style="list-style-type: none"> Our ARM department provides support for schools 	<p><u>Need to update/Change</u></p> <ul style="list-style-type: none"> Our R&E department will develop PD around school improvement plans PD and ICT regional specialists will provide PD on integrated systems of data tools
Data Systems: Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4).	
<p><u>Current activities</u></p> <ul style="list-style-type: none"> Transitional 	<p><u>Need to update/Change</u></p> <ul style="list-style-type: none"> Transitioning to Discovery Education system
Data Guiding Growth Plans: Methods for using student-learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5).	
<p><u>Current activities</u></p> <ul style="list-style-type: none"> Transitional 	<p><u>Need to update/Change</u></p> <ul style="list-style-type: none"> Transitioning to deliberate practice plans
SPECIAL PURPOSE PROGRAMS	
Beginning Teacher Support Programs: Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2)	
<p><u>Current activities</u></p> <ul style="list-style-type: none"> Transitional 	<p><u>Need to update/Change</u></p> <ul style="list-style-type: none"> <i>Redevelopment of new teacher induction</i>

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<u>High-Needs Students</u> : Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	
<u>Current activities</u>	<u>Need to update/Change</u>
<ul style="list-style-type: none"> • Transitional 	<ul style="list-style-type: none"> • Implementing MTSS systems
<u>Low-Performing Schools</u> : If the district has schools in the 5 percent of persistently lowest-performing schools and is participating in the Leadership Academy, include the academy in the plan [Ref. Section (E), Struggling Schools].	
<ul style="list-style-type: none"> • Differentiated supports based on data analysis 	<ul style="list-style-type: none"> • Implementing MTSS systems

SHIFTS: SYSTEMIC, SCHOOL BASED, AND DISTRICT COLLABORATIVE

This document contains illustrative foundational or core policies for a district professional development system and associated practices that support implementing those policies. Core policies addressed in this document include:

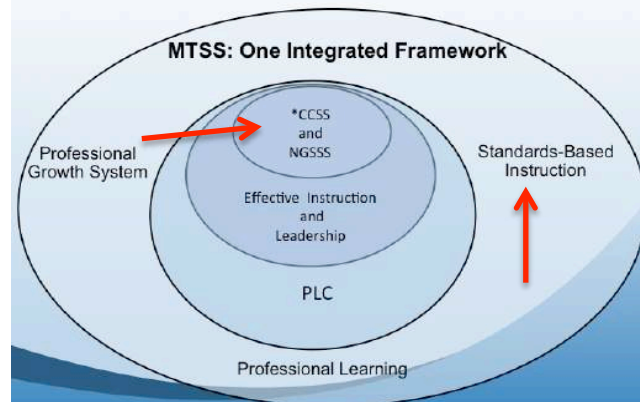
1. A Focus on College and Career Ready Students
2. The Priority Shifts in Professional Development
3. The Purposes of the Professional Development System
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6. The Evaluation Practices of the Professional Development System
7. The Role of the Master Inservice Plan (MIP)

Policy 1 – A Focus on College and Career Ready Students

Associated Practice	Primary Responsibility
1.1 Understanding the Standards Framework	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

PASCO'S INTEGRATED SYSTEM:



PASCO'S INTEGRATED SYSTEM: Why



The WHY: Fulfilling the Promise College, Career, and Life Readiness for Each and Every Student

a) Teachers, school and district administrators participate in all Florida Department of

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Education (FLDOE) sponsored Common Core Institutes.

- b) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes.
- c) District regional specialists will attend a PLC facilitator train-the-trainer institute to deepen their knowledge and skills in order to provide follow-up coaching and support to PLC teams.
- d) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice (DP) plans based on student performance data and prior year summative evaluation results.
- e) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- f) School and district administrators attend Common Core conferences.
- g) Individual school-based in-services focused on CCSS.
- h) All instructional staff members have access to and encouraged to use the CPALMS website.
- i) Administrators, regional support team members, and teachers are trained in the use of Discovery Education in order to gauge the effectiveness of common core instruction in Math, Science, and ELA.

Associated Practice	Primary Responsibility
1.2 Use of Course Requirements	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) All instructional staff members have access and are encouraged to use the CPALMS website.
- b) The district clustered common core standards and created multidimensional learning scales.

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- c) All PLC facilitators and school based administrators participate in a series of standards based PLC training focused on:
 - a. Unwrapping common core/next generation
 - b. Creating unidimensional scales
 - c. Creating common assessments linked to the scales
 - d. Designing lesson utilizing the Marzano Framework
 - e.
- d) All instructional staff members participate in standards based PLC using the practices of Lesson Study. Lesson Studies are focused on high-yield instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes and the revision of instruction to meet student needs.
- e) Regional team members are supporting and coaching standards based PLC's by conducting school visits during actual PLC sessions.

Associated Practice	Primary Responsibility
1.3 Alignment, Connections, and Relationships	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) All instructional staff members have access to the Canvas learning platform for individualized professional development.
- b) The district provides a two additional staff development days, at the beginning and middle of each school year to address professional development on district initiatives and the mission of creating “college, career and life ready” students.
- c) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- d) The use of standards based PLC's is an expectation at all schools, in all grade levels and in all content areas. We continue to provide updates as needed to support the shift to CCSS.
- e) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS,

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increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.

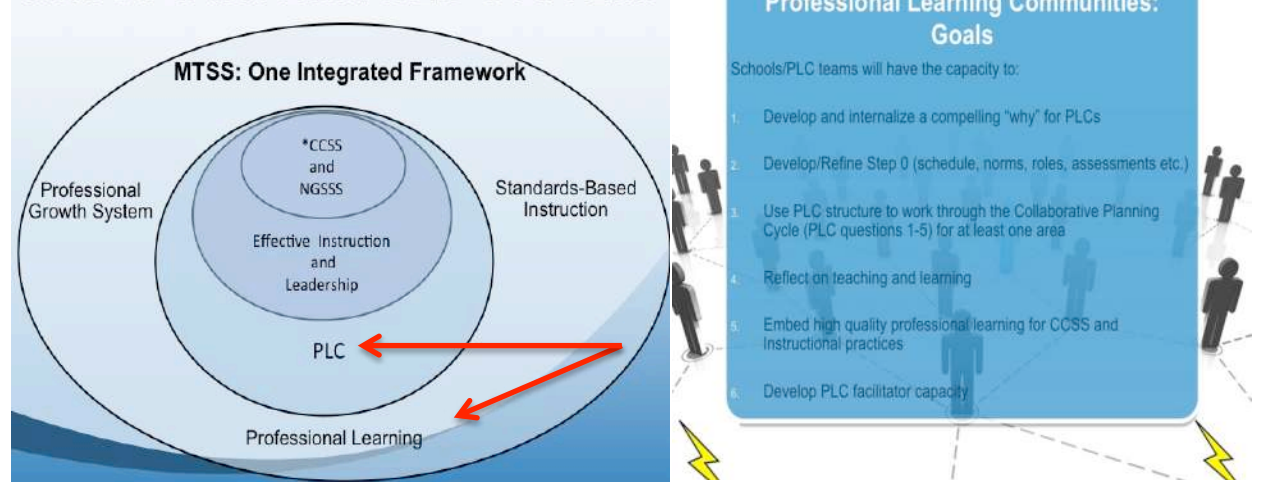
- f) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- g) All school administrators work in collaboration with their respective regional Learning Community Executive Directors to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

Policy 2 – The Priority Shifts in Professional Development

Associated Practice	Primary Responsibility
2.1 School-based Focus	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

PASCO'S INTEGRATED SYSTEM:



- a) All teachers, regional support team members, and school/district administrators participate in multiple PLC's focused on ELA literacy instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- b) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of

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instruction to meet student needs.

- c) Classroom instructional walks are completed regularly and are focused on targeted coaching not evaluation.
- d) Enabling schools to adjust school-day master schedules to provide time for professional learning communities and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- e) Tapping the expertise of educators within the school and school system so that master teachers and principals provide mentoring and coaching and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; this includes principal coaches, regional specialist, school based coaches, school based mentors, district and school based administrators.
- f) Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- g) All new teachers in their first year of teaching in Pasco County will be assigned a mentor. The school principal in collaboration with the school mentor liaison(s) when applicable selects and assigns a qualified mentor and notifies the Department of Professional Development of this appointment.
- h) Voluntary district induction workshops/trainings for teachers to gain a better understanding of: the District's Integrated System, CCSS/NGSS, orientation to lesson planning utilizing the Marzano Instructional Framework, professional development opportunities, and an overview of the district organization.
- i) Job embedded professional development with a focus on changes in teacher practice resulting in an improvement in student achievement. Job embedded professional development exists primarily in professional learning communities (PLC) but also within school based professional development focused on school improvement goals.

Associated Practice	Primary Responsibility
2.2 Emphasis on Development	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) Teachers in collaboration with school-based administrators will plan and develop a

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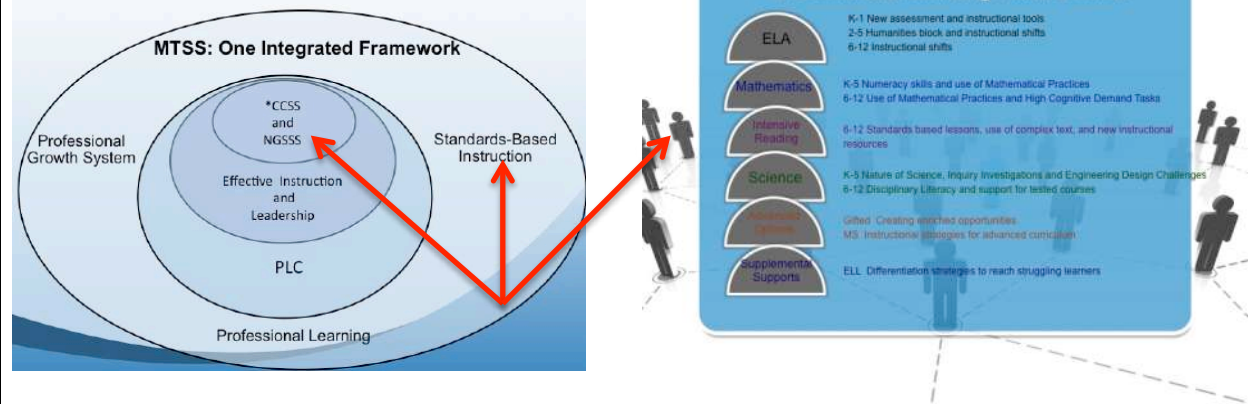
deliberate practice plan focused on their individual growth in instructional practices from the Marzano Instructional Framework.

- b) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes.
- c) All instructional staff members participate in a standards based PLC using the practices of Lesson Study. Lesson Studies are focused on high-yield instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes and the revision of instruction to meet student needs.
- d) Administrators will complete classroom informal instructional walks regularly to provide formative feedback designed to improve instruction and assist teachers.
- e) Administrators will provide non-evaluative feedback to teachers on Domains 2,3, and 4 of the Marzano Instructional Framework to improve intentional planning leading to intentional instruction and intentional learning outcomes.
- f) Professional development activities are designed to improve teaching and learning activities in the classroom through targeted planning as recorded on the training expectation form (TEF.)
- g) The Office for Teaching and Learning provides funds to each school for PLC planning time.

Associated Practice	Primary Responsibility
2.3 Standards Based Focus	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

PASCO'S INTEGRATED SYSTEM:



- a) Teachers, school and district administrators participate in FLDOE sponsored activities.
- b) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- c) All teachers, regional support team members, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- d) District curriculum specialists provide focused in-services and support to schools through CCSS support. Examples of training include eIRLA initial training for assessment, mathematics training with Juli Dixon, Advanced Coursework training (ELA, Science, Social Studies.) Supports include curriculum podcasts, creation of videos demonstrating effective lesson segments, grouping of standards and creation of multi-dimensional scales.
- e) District curriculum specialists facilitate the creation of CCSS units of instruction and the creation of multidimensional scales.
- f) School-based professional development is provided on topics such as: CPALMS, Close Reading, DBQs, Higher Order thinking, Differentiated Instruction, Cooperative Learning, Classroom Management, and technology infrastructure, programs and resources.
- g) Administrators, regional support team members, and teachers are trained in the use of Discovery Education in order to gauge the effectiveness of common core instruction in

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Math, Science, and ELA.

Associated Practice	Primary Responsibility
2.4 Professional Learning Culture	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- b) All teachers, regional support team members, and school/district administrators participate in multiple PLC’s focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- c) School Leadership Teams are created to support and sustain Professional Learning Communities at each school site.
- d) Professional development coordinators will collaboratively plan effective professional development that:
 - meets the needs of students and personnel who oversee their academic development
 - monitors that teachers implement the professional learning with the fidelity and rigor required for increased student achievement, and
 - evaluates the impact of professional development components to make informed decisions about revisions to the professional development system.
- e) Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- f) Adjusting workday schedules to maximize the amount of “protected time” with a focus on professional learning and collegial processes that promote CCSS implementation.
- g) Enabling schools to provide time for professional learning and collaboration among

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teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.

- h) Teachers working in PLC's to develop and share the expertise of educators within the school building.
- i) All school administrators participate in a five-day training on the Marzano Causal Evaluation System.
- j) Creation of a Canvas on-line course to support teacher growth within domain 1 of the Marzano Causal Evaluation Framework.
- k) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice based on student performance data and prior year summative evaluation results.
- l) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- m) Development of an Evolutionary Leadership Plan which includes:
 - Aspiring Leaders Academy
 - Gulf Coast Collaborative (GCP) Partnership – level
 - National Educator Program partnership with Colorado State University
 - New Leader Induction
 - Principal Preparation Academy
 - Preparing New Principal Program – GCP level 2

Associated Practice	Primary Responsibility
2.5 Master In-service Priorities	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The Master Inservice Plan is review and updated annually. The plan is then submitted to the School Board for approval.
- b) Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- c) All instructional staff members work in collaboration with a school administrator to

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create a Deliberate Practice based on student performance data and prior year summative evaluation results.

- d) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- h) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- e) All teachers, regional support team members, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- f) Other training priorities will include Differentiated Instruction, Cooperative Learning, Clinical Educator, eIrla, Discovery Education, Canvas utilization, and Juli Dixon CCSS Math.

Policy 3 – The Purpose of the Professional Development System

Associated Practice	Primary Responsibility
3.1 Professional Responsibility – Understanding Purposes of Professional Development	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

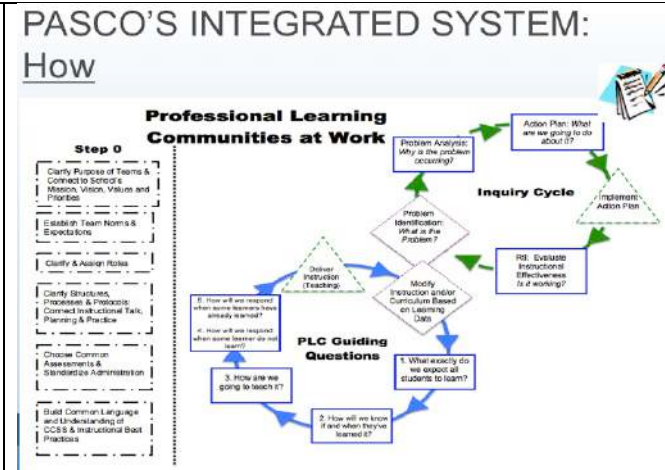
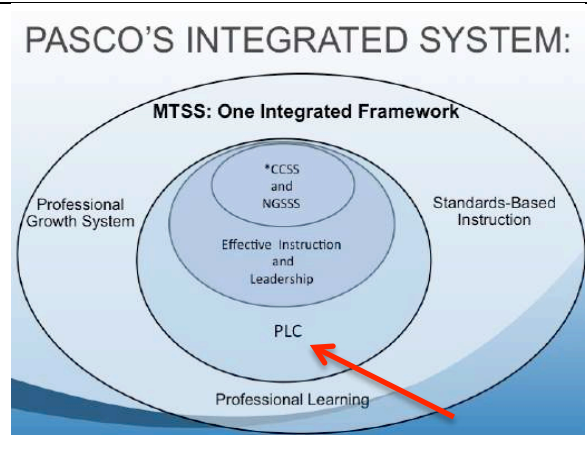
- a) Redevelopment of the Professional Development System Plan will be done in collaboration with other district departments and with various stakeholders.
- b) Updating of the district Professional Development guide in accordance with system plan updates.
- c) Redevelopment of the office for Professional Development web site to effectively communicate the vision, mission, and goals of professional development.
- d) Effectively and frequently communicate with teachers and staff about the purpose of professional development as part of the district focus on professional growth.

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- e) Effectively and frequently communicate with the regional support specialists about the purpose of professional development.
- f) District administrators and curriculum specialists participate in regularly scheduled meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.
- g) District and school administrators participate in monthly principal meetings focused on policies, procedures, professional development, needs assessments, and student performance data.
- h) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice based on student performance data and prior year summative evaluation results.
- i) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

Associated Practice	Primary Responsibility
3.2 Learning Organizations	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.



- a) All teachers, regional support team members, staff, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and

the revision of instruction to meet student needs.

- b) Each school will create and sustain a learning organization around the Professional Learning Community (PLC) concept. Schools, with district support, will implement “Step 0” system structures that support the work of collaborative and high functioning PLC’s.
- c) Established PLC’s will revolve their work around standards based planning and instruction. Teachers will work collaboratively around a framework of five guiding questions.
- d) Established PLC’s will develop procedures around inquiry based problem solving.
- e) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- f) Completion of a redeveloped Aspiring Leaders program for staff aspiring to more formal roles with their respective schools.
- g) Completion of an updated leadership program for the development of aspiring leaders wishing to pursue administration with a focus on professional growth and the Florida Principal Leadership Standards (FPLS.)

Associated Practice	Primary Responsibility
3.3 Allocating Responsibilities	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system. All administrators will receive professional development in the area of PLC implementation.
- b) All teachers, regional support team members, staff, and school/district administrators participate in multiple PLC’s focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.

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- c) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- d) Enabling schools to adjust school-day master schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- e) Add two professional development days to the instructional teacher work calendar for designated PLC work.
- f) Maximizing the use of the existing workday time to focus on professional learning and collegial processes that promote CCSS implementation.
- g) As a part of school based PLC work, teachers will monitor both implementation and results of standards based instruction around CCSS, NGSSS, and technical/industry based standards.
- h) Job embedded professional development is provided on topics such as: Differentiated Instruction, Cooperative Learning, CPALMS, Close Reading, DBQs, Canvas, Discovery Education and technology infrastructure, programs and resources.
- i) The Office for Teaching and Learning provides funds to each school for PLC planning time.
- j) Each region is allocated a team of specialist in the following areas: Professional Development, Common Core Math and ELA, Instructional Trainer Coach, Multi-Tiered System of Supports, and Compliance. The specialists work to both deliver and sustain Professional Development across each region.

Associated Practice	Primary Responsibility
3.4 Actual Improvement Related to Purposes	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- b) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and

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prior year summative evaluation results.

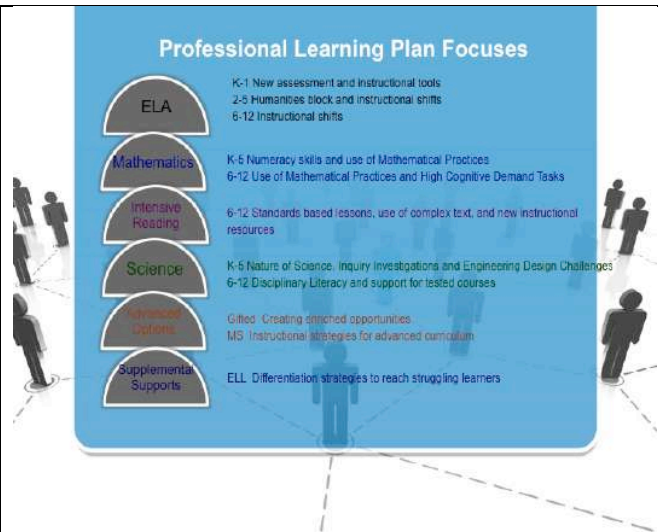
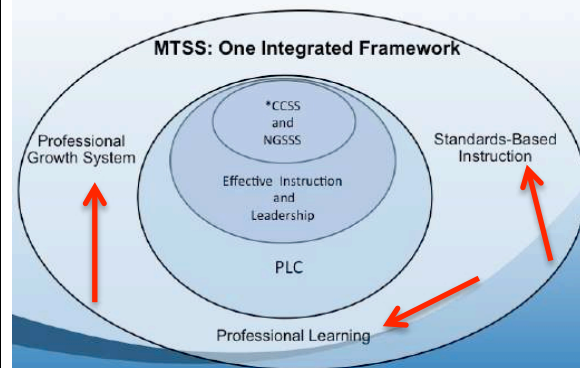
- c) A discontinuation or modification of supports through professional learning is completed based on a variety of measures including needs assessments, school surveys, district surveys, focus groups, monthly administrator meetings, student data, and parent input.
- d) Administrators will make short informal visits to teachers’ classrooms to provide formative feedback designed to improve instruction and assist teachers in better meeting the needs of students.
- e) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC’s are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- f) Creation of a Canvas course specifically designed to support teacher learning around the Marzano Instructional Framework, Domain 1.
- g) Utilization of the district Mentoring Program. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- h) Analysis of teacher evaluation data with the purpose of providing targeted professional development in areas of need.

Policy 4 – The Capacities Employed in the Professional Development System

Associated Practice	Primary Responsibility
4.1 Capacity Management	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

PASCO'S INTEGRATED SYSTEM:



- Implementation of a robust teacher induction program. New teachers will receive two full days of formal teacher induction, which will include a variety of topics including the Florida Educator Accomplished Practices (FEAPs), the Code of Ethics of the Education Profession in Florida, information about the district's growth and evaluation system, lesson planning, and a variety of teacher "best" practices.
- Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- Additional mentoring opportunities are available for instructional personnel based on teacher request or district determination of need.
- All teachers, regional support team members, staff, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- All school-based administrators will attend five days of professional development around the Marzano Instructional Framework with the purpose of effectively coaching teachers and monitoring progress.
- A District Contact List is updated annually including distribution of responsibilities on the District's web site.
- All instructional staff members work in collaboration with a school administrator to

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create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

- h) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- i) Schools utilize regional team curriculum specialists for ongoing professional development.
- j) Instructional District Directors meet weekly in order to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.
- k) Enabling schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- l) Providing technology infrastructure, programs and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration on CCSS implementation. Examples include Canvas and Discovery Education.
- m) Two Embedded days within the educators’ work year focused on professional learning community work relevant to student needs.
- n) The Office for Teaching and Learning provides funds to each school for PLC planning time.
- o) Each region is allocated a team of specialist in the following areas: Professional Development, Common Core Math and ELA, Instructional Trainer Coach, Multi-Tiered System of Supports, and Compliance. The specialists work to both deliver and sustain Professional Development across each region.

Associated Practice	Primary Responsibility
4.2 Focusing Capacities on Priority Targets	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) All teachers, regional support team members, and school/district administrators participate in multiple PLC’s focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and

the revision of instruction to meet student needs.

- b) Title II funds are utilized to support professional development.
- c) An annual needs assessment is distributed, collected, and reviewed by the Office for Professional development.
- d) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- e) School Leadership Teams are created and used to sustain professional development at each school site through the implementation of Professional Learning Communities (PLC's.)
- f) Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- g) Maximizing the use of existing workday time to focus on professional learning and collegial processes that promote CCSS implementation.
- h) Enabling schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- i) Schools provide PLC time for teachers to participate in unit planning with a focus on "Backwards Planning- planning with the end in mind."
- j) Title II funding is used to support needs identified in summative evaluation results for teachers and administrators.
- k) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice based on student performance data and prior year summative evaluation results.
- l) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

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- m) The Gallup organization survey parents, students, teachers of each school to ascertain satisfaction in the engagement and effectiveness. Survey is used to analyze past PD and drive new PD.

Associated Practice	Primary Responsibility
4.3 Restructuring and Redevelopment for Capacity Development	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) All teachers, regional support team members, and school/district administrators participate in multiple PLC’s focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- b) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- c) All school-based administrators will attend five days of professional development around the Marzano Instructional Framework with the purpose of effectively coaching teachers and monitoring progress.
- d) Enabling schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- e) Providing technology infrastructure, programs and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration on CCSS implementation. Examples include Canvas and Discovery Education.
- f) Embedding two days within the educators’ work year focused on professional learning community work relevant to student needs.
- g) Participating in statewide resource- sharing processes available through the Florida Department of Education supported websites, Florida Association of District School Superintendents (FADSS), Florida Association for Staff Development (FASD), consortiums, and other national, state and district partners.

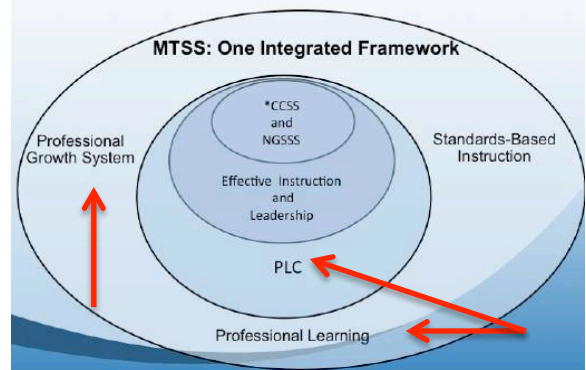
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- h) Improving the work of professional development leaders through the ongoing evaluation of professional development in achieving school system goals for student learning.
- i) The Office for Teaching and Learning provides funds to each school for PLC planning time.
- j) An annual celebration is held during Leadership week to showcase school PD efforts.

Policy 5 – The Deliverables of the Professional Development System

Associated Practice	Primary Responsibility
5.1 Improvement Planning (School Level)	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

<p>PASCO'S INTEGRATED SYSTEM:</p>  <p>The diagram illustrates Pasco's Integrated System as a series of nested circles within an outer oval labeled "MTSS: One Integrated Framework". From the center outwards, the layers are: "*CCSS and NGSS", "Effective Instruction and Leadership", "PLC", and "Professional Learning". To the right of these inner circles is the text "Standards-Based Instruction". To the left is "Professional Growth System". A red arrow points upwards from the bottom of the "Professional Growth System" area. Two red arrows point from the "PLC" and "Professional Learning" areas towards the right, pointing towards the text in the adjacent cell.</p>	<p>School improvement in Pasco County is influenced by three processes that are either mandated by Florida Statute or entered into voluntarily:</p> <ol style="list-style-type: none"> 1. Accreditation through AdvancED Southern Association of Colleges and Schools Council; 2. Florida's System for High Quality Schools; 3. DSBPC policies and procedures for School Improvement Plans.
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- a) School based leaders attend the Office for Accountability, Research, and Measurement annual professional development and support for school improvement plan development.
- b) Schools conduct annual summer planning around school improvement planning.
- c) Continued implementation of the research based Marzano Causal Teacher Evaluation Model with a focus on professional growth.
- d) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- e) All instructional staff members work in collaboration with a school administrator to

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create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

- f) Participation of teachers in an on-line Canvas course with the purpose of providing support in the understanding and use of the Marzano Causal Teacher Evaluation Model.
- g) All teachers, regional support team members, and school administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- h) On-going documentation of accreditation activities.
- i) Each school creates a School Improvement Plan (SIP) annually after disaggregating student performance data and needs assessment results.

Associated Practice	Primary Responsibility
5.2 Building a Professional Learning Culture (School Level)	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- b) All teachers, regional support team members, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- c) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- d) School Leadership Teams are created and used to sustain job embedded professional

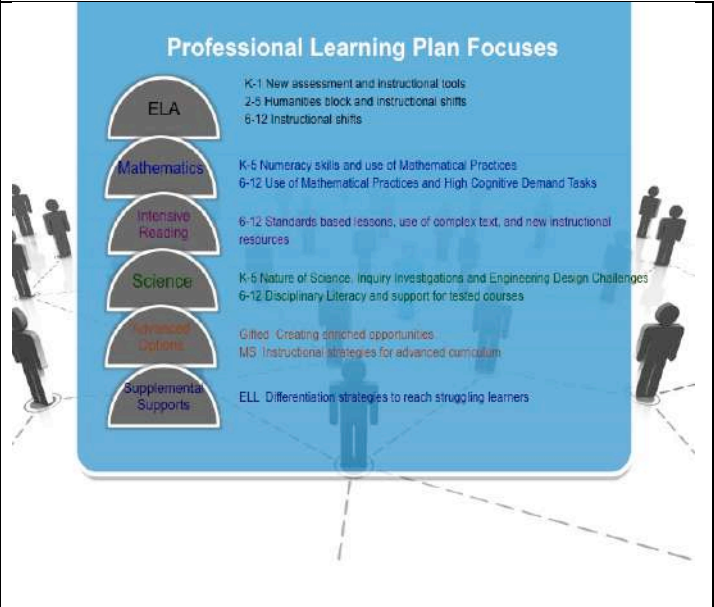
development at each school site.

- e) Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- f) Additional mentoring opportunities are available for instructional personnel based on teacher request or Principal determination of need.
- g) Maximizing the use of existing workday time to focus on professional learning and collegial processes that promote CCSS implementation.
- h) Enabling schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- i) Through PLC collaborative structures, schools provide time for teachers to participate in lesson planning with a focus on “Backwards Planning- unit planning with the end in mind.”
- j) All instructional staff members and administrators have access to Canvas for individualized professional development.
- k) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- l) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- m) The Office for Teaching and Learning provides funds to each school for PLC planning time.

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Associated Practice	Primary Responsibility
5.3 Aligning Deliverables with Policies and Purposes	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

 <p>Professional Learning Plan Focuses</p> <ul style="list-style-type: none"> ELA <ul style="list-style-type: none"> K-1 New assessment and instructional tools 2-5 Humanities block and instructional shifts 6-12 Instructional shifts Mathematics <ul style="list-style-type: none"> K-5 Numeracy skills and use of Mathematical Practices 6-12 Use of Mathematical Practices and High Cognitive Demand Tasks Intensive Reading <ul style="list-style-type: none"> 6-12 Standards based lessons, use of complex text, and new instructional resources Science <ul style="list-style-type: none"> K-5 Nature of Science, Inquiry Investigations and Engineering Design Challenges 6-12 Disciplinary Literacy and support for tested courses Advanced Options <ul style="list-style-type: none"> Gifted: Creating enriched opportunities MS: Instructional strategies for advanced curriculum Supplemental Supports <ul style="list-style-type: none"> ELL: Differentiation strategies to reach struggling learners 	<p>Professional Development and Supports Developed:</p> <ol style="list-style-type: none"> 1. eIRLA initial training for assessments as learning 2. Mathematics training with Juli Dixon 3. Advanced coursework training in ELA, Science, and Social Studies 4. Development of curriculum resources 5. Cluster standards for unit planning 6. Development of curriculum podcasts 7. Development of best practice video bank 8. Clinical educator training 9. Differentiated Instruction 10. Cooperative Learning
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- a) On-going District reorganization plan to better support the needs of schools, teachers, and students.
- b) Alignment of all District processes and procedures around new focus areas of professional growth, standards based instruction, and professional learning.
- c) Development and support for Professional Learning Communities (PLC's) across the entire system.
- d) All teachers, regional support team members, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- e) The Office for Accountability, Research, and Measurement conducts annual professional development and support for school improvement plan development.
- f) Support and implementation of the district's mentoring program.
- g) Submission of deliberate practice plans to school Principal and ongoing coaching and

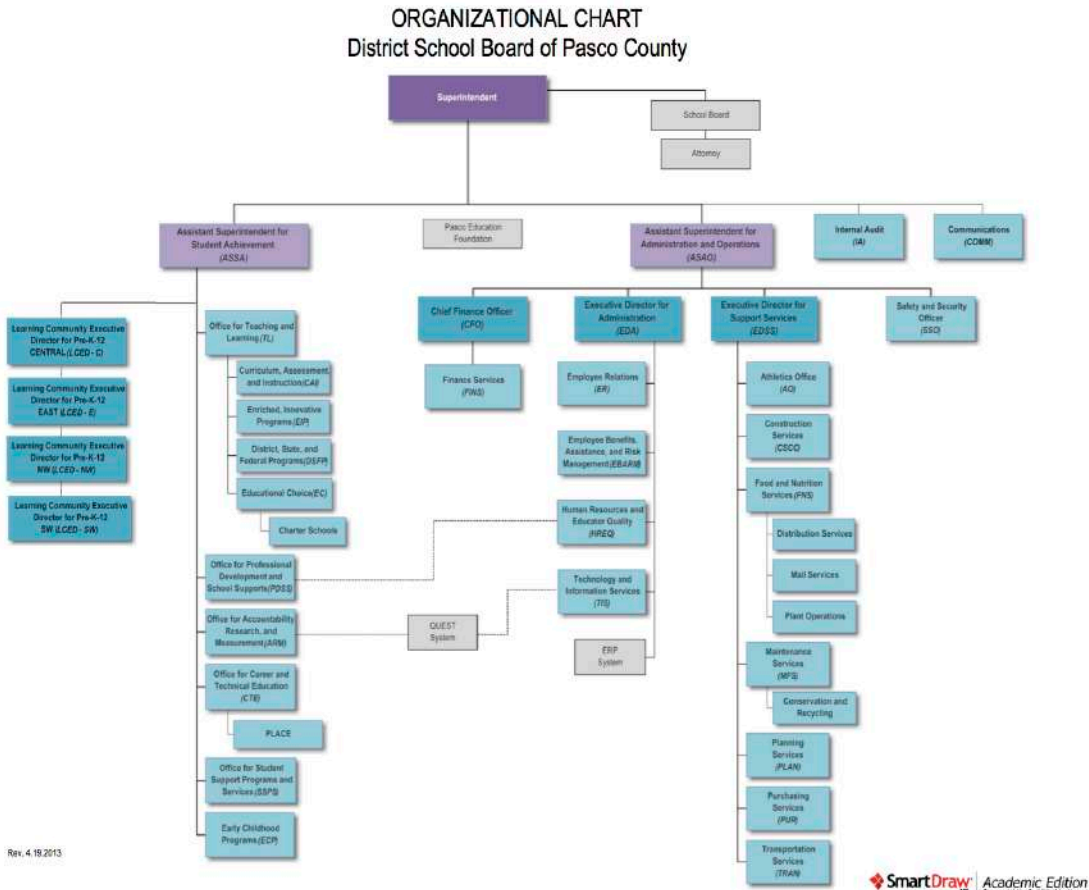
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support.

- h) All school-based administrators will attend five days of professional development around the Marzano Causal Teacher Evaluation Model with the purpose of effectively coaching teachers and monitoring progress.
- i) Collection and analysis of data from administrators' informal visits to teachers' classrooms to provide formative feedback.
- j) School based administrators will provide follow up coaching and support to teachers based on analysis of data from informal visits to classrooms.
- k) District Professional Development calendar is utilized by all stakeholders.

Associated Practice	Primary Responsibility
5.4 Key Personnel in Professional Development: Distributed Leadership	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.



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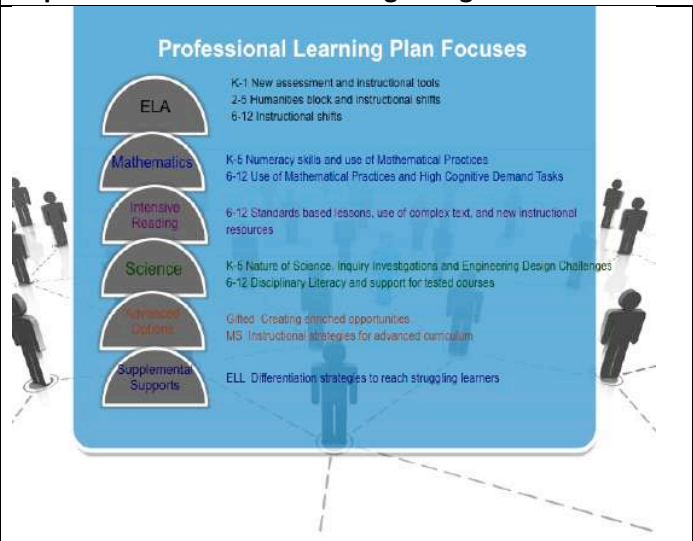
- a) The Office for Professional Development and School Supports has multiple members including a Director, two Principal Coaches, two Supervisors, four Professional Development Specialists, and four Multitier System Support Specialists.
- b) Professional development is also supported by all other departments within our district including the Offices for Teaching and Learning, Human Resources and Teacher Quality, Accountability, Research, and Measurement, Career Technology, Student Support Programs and Services, and Early Childhood Programs.
- c) Each learning community region of the district has a regional team that supports professional development. The team includes Professional Development Specialists, Multitier System Support Specialists, Common Core Specialists, Instructional Communication Technology Specialists, Compliance and Resolution Specialists, and a Learning Community Executive Director.
- d) Two Principal Coaches support and coach school based administrators.
- e) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings.
- f) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the Offices of Teaching and Learning and Professional Development and School Supports.
- g) Each school has an Instructional, Communication and Technology (ICT) teacher to support and coach teachers within the building.
- h) Teacher mentors are available for all new teachers as well as staff identified as needing support.
- i) District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.
- j) Teachers, school and district administrators participate in all FLDOE sponsored Common Core Institutes.
- k) District and school administrators participate in monthly principal meetings focused on policies, procedures, professional development, needs assessments, and student

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performance data.

Associated Practice	Primary Responsibility
5.5 Researched-based Professional Development Models	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

 <p>Professional Learning Plan Focuses</p> <ul style="list-style-type: none"> ELA: K-1 New assessment and instructional tools; 2-5 Humanities block and instructional shifts; 6-12 Instructional shifts Mathematics: K-5 Numeracy skills and use of Mathematical Practices; 6-12 Use of Mathematical Practices and High Cognitive Demand Tasks Intensive Reading: 6-12 Standards based lessons, use of complex text, and new instructional resources Science: K-5 Nature of Science, Inquiry Investigations and Engineering Design Challenges; 6-12 Disciplinary Literacy and support for tested courses Advanced Learning: Gifted: Creating enriched opportunities; MS: Instructional strategies for advanced curriculum Supplemental Supports: ELL: Differentiation strategies to reach struggling learners 	<p>Professional Development and Supports Developed:</p> <ol style="list-style-type: none"> 1. eIRLA initial training for assessments as learning 2. Mathematics training with Juli Dixon 3. Advanced coursework training in ELA, Science, and Social Studies 4. Development of curriculum resources 5. Cluster standards for unit planning 6. Development of curriculum podcasts 7. Development of best practice video bank 8. Clinical educator training 9. Differentiated Instruction 10. Cooperative Learning
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- On-going District reorganization plan to better support the needs of schools, teachers, and students.
- Alignment of all District processes and procedures around new focus areas of professional growth, standards based instruction, and professional learning.
- Development and support for Professional Learning Communities (PLC's) across the entire system.
- All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- All teachers, regional support team members, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.

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- f) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- g) Utilization of the Marzano Causal Teacher Evaluation Model with an emphasis on teacher growth rather than solely on evaluation.
- h) All school-based administrators will attend five days of professional development around the Marzano Causal Teacher Evaluation Model with the purpose of effectively coaching teachers and monitoring progress.
- i) School Leadership Teams are created around a PLC structure and used to sustain job embedded professional development at each school site.
- j) Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- k) Additional mentoring opportunities are available for instructional personnel based on teacher request or Principal determination of need.
- l) The district utilizes the multi-tiered systems of support (MTSS) for students in need of additional academic and/or behavioral supports.
- m) Marzano's "Handbook for the Art and Science of Teaching" is provided to all instructional staff members as a resource and support.
- n) The development of an on-line Canvas course and collaboration site devoted to deepening knowledge of the Marzano Causal Teacher Evaluation Model.

Associated Practice	Primary Responsibility
5.6 Priority Areas for Professional Learning Deliverables	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

- Implementation Schedule – beginning June 2013 and ongoing annual work.**
- a) Teachers, school and district administrators participate in all FLDOE sponsored activities.
 - b) On-going District reorganization plan to better support the needs of schools, teachers,

and students.

- c) Alignment of all District processes and procedures around new focus areas of professional growth, standards based instruction, and professional learning.
- d) Development and support for Professional Learning Communities (PLC's) across the entire system.
- e) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- f) All teachers, regional support team members, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- g) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- h) All instructional staff members work in collaboration with a school administrator to create an IPDP for DP based on student performance data and prior year summative evaluation results.
- i) All school administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- j) Common Core regional and district Specialists will support all schools in providing school-based professional development focused on CCSS.
- k) Regional Specialists will create podcasts to support the implementation of CCSS.
- l) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

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- m) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

Associated Practice	Primary Responsibility
5.7 Leadership Development	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.



**District School Board of Pasco County
Evolutionary Leadership Plan**

Our Mission

The mission of the Office for Professional Development and School Supports is to maximize student achievement and 21st century professional learning by providing differentiated professional development and coaching, focused on enhancing teaching practices and the implementation of highly effective professional learning communities.



Evolutionary Leadership Plan:

- 1. Aspiring Leaders Academy**
- 2. Gulf Coast Partnership – Level 1**
- 3. National Educator Program**
- 4. New leader Induction**
- 5. Principal Preparation Academy**
- 6. Preparing New Principal Program/Gulf Coast Partnership – Level 2**

- a) On-going restructure of the District’s evolutionary leadership plan.
- b) Utilization of the Marzano Causal Teacher Evaluation Model with an emphasis on teacher professional growth rather than solely on evaluation.
- c) All school-based administrators will attend five days of professional development around the Marzano Causal Teacher Evaluation Model with the purpose of effectively

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coaching teachers and monitoring progress.

- d) Implementation of administrator instructional walks to provide formative data and coaching for improvement.
- e) School and district administrators attend CCSS conferences.
- f) Participation in regional and state conferences for professional development including the FASD conference and McRel sessions.
- g) School and district administrators participate in all FLDOE sponsored Common Core Institutes.
- h) All administrators participate in monthly meetings, which include job embedded professional development.
- i) Implementation of Aspiring Leaders Academy for instructional staff.
- j) Restructuring of Assistant Principal and Principal pool processes that align with professional growth and preparation.
- k) Implementation of Preparing Principal Academy for new school building administrators.
- l) Participation in regional Race to the Top Grant Funded Gulf Coast Partnership – Levels 1 and 2. Level 1 Candidates are administrative interns that complete a one-year internship and are then placed in the Assistant Principal Pool. Level 2 Residents are Assistant Principals preparing to become principals (PNPP).

Associated Practice	Primary Responsibility
5.8 Educator Preparation Programs	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) Implementation of a robust teacher induction program. New teachers will receive two full days of formal teacher induction, which will include a variety of topics including the Florida Educator Accomplished Practices (FEAPs), the Code of Ethics of the Education Profession in Florida, information about the district’s growth and evaluation system, lesson planning, and a variety of teacher “best” practices.
- b) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC’s are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of

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instruction to meet student needs.

- c) All instructional staff members participate in standards based PLC using the practices of Lesson Study. Lesson Studies are focused on high-yield instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes and the revision of instruction to meet student needs.
- d) Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- e) Additional mentoring opportunities are available for instructional personnel based on teacher request or Principal determination of need.
- f) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- g) Providing technology infrastructure, programs and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration on CCSS implementation. Examples include Canvas and Discovery Education.
- h) Embedding two days within the educators' work year focused on professional learning community work relevant to student needs.
- i) The development of an on-line Canvas course and collaboration site devoted to deepening knowledge of the Marzano Causal Teacher Evaluation Model.
- j) The district provides Clinical Educator Training (CET) annually. The training is aligned to the state model for educators who provide support to student interns and beginning-level teachers. Mentor teachers must have at least three years experience and have a current effective or highly effective evaluation rating.

Associated Practice	Primary Responsibility
5.9 Data Deliverables	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The Office for Professional Development and School Supports training expectation form

is reviewed for appropriate State protocol elements including the collecting and analyzing of data prior to professional development approval.

- b) Training and support is provided to all district and school administrators and faculty on the use of the district’s data management system, Pasco Star. Pasco Star is the District’s Data warehouse. Data is automatically disaggregated by the system for administrator and faculty use in school improvement planning.
- c) FCAT Accountability Data Fix training is conducted annually for all administrators.
- d) Training is provided by the Office for Accountability, Research and Measurement on the Discovery Education Assessment Platform. This training focuses on administering benchmark testing and creating formative practices and building capacity in assessment literacy.
- e) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- f) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results. All teachers participate in training for benchmark assessments of the CCSS using the Discovery Education web based program.
- g) All teachers participate in training on creating formative assessments to track student progress through the Discovery Education web based program.
- h) Collection and analysis of benchmark assessment data on CCSS using the Discovery Education web based system.
- i) Utilizing an inquiry cycle, all instructional staff members participate in standards based PLC using the practices of Lesson Study. Lesson Studies are focused on high-yield instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes and the revision of instruction to meet student needs.
- j) Select elementary teachers are provided training the Pearson SuccessMaker program; detailing how to access, understand and use student performance data to plan individualized instruction.

Associated Practice	Primary Responsibility
5.10 Online and Digital Resources	Practices implemented, individually and collectively, by instructional staff, school administrators, the

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district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) DSBPC website;
- b) Avatar;
- c) TERMS/MUNIS;
- d) Discovery Education web based system;
- e) Pasco Star data warehouse;
- f) eSembler electronic gradebook
- g) iObservation teacher evaluation system;
- h) SDS student cards for middle schools;
- i) Canvas on-line professional development system;
- j) Pearson Forward
- k) CPALMS web site;
- l) Moodle courses;
- m) School and district administrators are enrolled in iObservation program for utilizing the Marzano Causal Evaluation System.
- n) All instructional and administrative staff members have access and are encouraged to use the FLDOE Single Sign-on website.
- o) All administrators are encouraged to use the Florida School Leaders (FSL) website for individualized professional learning.

Associated Practice

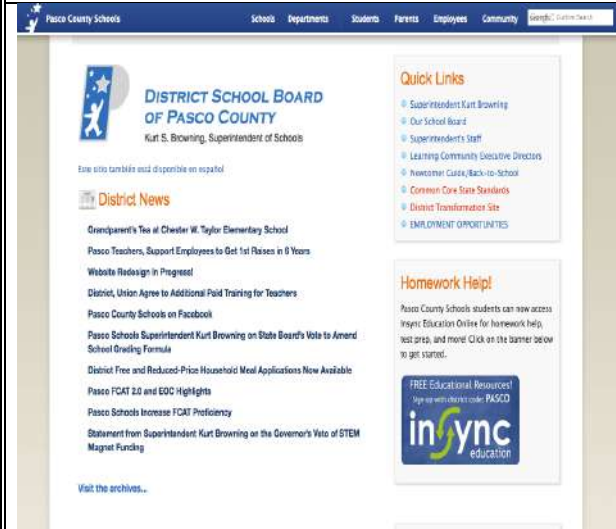
Primary Responsibility

5.11 Compliance with Statutes and Rules

Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

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The School Board of Pasco County Bylaws and Policies

Website: www.neola.com/pasco-fl/

- 0000 Bylaws
- 1000 Administration
- 2000 Program
- 3000 Instructional Staff
- 4000 Support Staff
- 5000 Students
- 6000 Finances
- 7000 Property
- 8000 Operations
- 9000 Community Relations

- a) Responsibilities of the District School Board of Pasco County:
The Board is responsible for the organization and control of the public schools of the District and is empowered to determine the policies necessary for the effective operation and the general improvement of the school system. The Board is constituted by the State Constitution and Florida statutes.
- b) Board Powers:
As prescribed by law, the general powers of the Board are the determination of educational policies; the adoption of such rules and regulations to supplement those prescribed by the State Board as will contribute to the more orderly and efficient operation of the school system; the determination of minimum standards; and the performance of any duties that are assigned to it by law or by State Board regulations and that are found by it to be necessary for the improvement of the school system in carrying out the purposes and objectives of the Florida Constitution and Florida statutes.
- The Board shall perform all duties found in Florida statutes and shall provide educational opportunity as required by Florida statutes.
- c) The Office for Professional Development and School Supports shall implement appropriate policies that support the state adopted professional development protocols.
- d) The DSBPC shall maintain a professional website in order to effectively communicate engage all stakeholders.
- e) All levels of the system will support robust district wide communication systems.
- f) In addition to traditional communication techniques, the DSBPC shall begin to employ a variety of social media tools to better engage and communicate with stakeholders.

Associated Practice	Primary Responsibility
5.12 Deliverables Aligned with Needs Assessments	Practices implemented, individually and collectively, by instructional staff, school administrators, the

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district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) Conduct annual climate surveys for various stakeholders. The Gallup Organization survey parents, teachers, and students on effectiveness and engagement.
- b) Collection and analysis of teacher evaluation data to determine priority professional development needs.
- c) Annual review of disaggregated summative test data provided by the State.
- d) Ongoing and annual review of graduation rate data.
- e) All teachers participate in training on creating formative assessments to track student progress through the Discovery Education web based program.
- f) Collection and analysis of benchmark assessment data on CCSS using the Discovery Education web based system.
- g) Utilizing an inquiry cycle, all instructional staff members participate in standards based PLC using the practices of Lesson Study. Lesson Studies are focused on high-yield instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes and the revision of instruction to meet student needs.

Associated Practice

Primary Responsibility

5.13 Coordinated Arrays of Professional Development Supports

Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) On-going District reorganization plan to better support the needs of schools, teachers, and students.
- b) Alignment of all District processes and procedures around new focus areas of professional growth, standards based instruction, and professional learning.
- c) Development and support for Professional Learning Communities (PLC’s) across the entire system.
- d) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and

Learning and Professional Development.

- e) All teachers, regional support team members, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- f) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs. (4) The district is implementing Document Based Questioning (DBQ) to support the integration of ELA and Social Studies in grades 4-12 to support the CCSS.
- g) The district participates in statewide resource- sharing processes available through the FLDOE supported websites, FADSS, FASD, consortiums, and other national, state and district partners.
- h) Embedding two days within the educators' work year focused on standards based professional learning communities relevant to student needs.
- i) District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.
- j) District and school administrators participate in monthly principal meetings focused on policies, procedures, professional development, needs assessments, and student performance data.

Associated Practice	Primary Responsibility
5.14 Deliverables Aligning Personnel Evaluation and Professional Development	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) Continued implementation of the research based Marzano Causal Teacher Evaluation Model with a focus on professional growth.
- b) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of

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instruction to meet student needs.

- c) All school-based administrators will attend five days of professional development around the Marzano Causal Teacher Evaluation Model with the purpose of effectively coaching teachers and monitoring progress.
- d) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- e) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- f) Creation of a Canvas course specifically designed to support teacher learning around the Marzano Instructional Framework, Domain 1.
- g) Utilization of the district Mentoring Program. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- h) Analysis of teacher evaluation data with the purpose of providing targeted professional development in areas of need.
- i) Administrator instructional walks for the collection of formative data in an effort to improve teacher practice.

Associated Practice	Primary Responsibility
5.15 “Coaching for Improvement” Support System	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) District regional specialists will attend a PLC facilitator train-the-trainer institute to deepen their knowledge and skills in order to provide follow-up coaching and support to PLC teams.
- b) Regional team members are supporting and coaching standards based PLC’s by conducting school visits during actual PLC sessions.
- c) Tapping the expertise of educators within the school and school system so that master teachers and principals provide mentoring and coaching and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; this includes

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principal coaches, regional specialist, school based coaches, school based mentors, district and school based administrators.

- d) Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- e) All teachers in their first year of teaching in Pasco County will be assigned a mentor. The school principal in collaboration with the school mentor liaison(s) when applicable selects and assigns a qualified mentor and notifies the Department of Professional Development of this appointment.
- f) All school-based administrators will attend five days of professional development around the Marzano Instructional Framework with the purpose of effectively coaching teachers and monitoring progress.
- g) Implementation of administrator instructional walks to provide formative data and coaching for improvement.
- h) District and school administrators participate in monthly principal meetings focused on policies, procedures, professional development, needs assessments, and student performance data.
- i) Principal Coaches focus efforts on mentoring new principals on the District PD priorities. They also work with specific principals that either request or are targeted for coaching.

Associated Practice	Primary Responsibility
5.16 Training and Development of Non-instructional Personnel	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The district provides annual training to all Food and Nutrition staff focused on safety, job responsibilities, job demonstration and trouble shooting, federal regulations, team building and needs expressed by employees.
- b) The district provides annual training to all custodial and maintenance staff focused on safety, job responsibilities, job demonstration and trouble shooting, federal regulations, team building and needs expressed by employees.
- c) The district provides annual training to all exceptional student education instructional assistants and paraprofessionals focused on safety, job responsibilities, job

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demonstration and trouble shooting, federal regulations, behavior interventions and needs expressed by employees.

- d) The district provides annual training to all exceptional student education instructional assistants and paraprofessionals focused on safety, job responsibilities, job demonstration and trouble shooting, federal regulations, behavior interventions and needs expressed by employees.
- e) The district provides annual training to all bus drivers and bus assistants focused on bus safety and management, behavior interventions and needs expressed by employees.
- f) The district provides the required annual training for all non-instructional employees that must maintain certifications as/in Certified Nursing Assistant (CNA), Pesticide Spraying, First-Aid, Cardiopulmonary Resuscitation (CPR), and Techniques for Effective Aggression Management (TEAM) and Crisis Prevention Intervention (CPI).

Policy 6 – The Evaluation Practices of the Professional Development System

Associated Practice	Primary Responsibility
6.1 Professional Development Monitoring Team	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) Development and review of Know-Understand-Do (KUD) documents for all professional development activities.
- b) Development and review of Training Expectation Forms (TEF) for all professional development activities
- c) School administrators with district support will create a School Improvement Plan (SIP), which contains professional development needs based on student performance data.
- d) The Office for Professional Development and School Supports will complete professional development surveys.
- e) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results. This will be monitored during the school year.
- f) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results. This will be monitored during
- g) District administrators and curriculum specialists participate in weekly meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.
- h) District and school administrators participate in monthly principal meetings focused on

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policies, procedures, professional development, needs assessments, and student performance data.

Associated Practice	Primary Responsibility
6.2 Evaluation of the Impact of Professional Development of Performance Improvements	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The Office for Professional Development and School Supports will conduct professional learning surveys and respond to survey results.
- b) The Office for Professional Development and School Supports will ensure all professional development courses include course evaluations and will adjust training accordingly to better meet the needs of participants.
- c) All professional development submissions will include a training expectation form (TEF) that clearly connects the goals of the PD with student learning outcomes.
- d) The Office of Accountability, Research, and Measurement reviews all school improvement plans to ensure that plans match data needs assessments.
- e) Professional development opportunities will have an unpacked Know-Understand-Do (KUD) for the goals of the PD.
- f) Walk through data will be utilized by school and district administrators in an effort to support and coach educators.
- g) PD specialists and other regional team members coaching sessions Look for's and ask about's
- h) Principal meetings will focus on professional development needs of educators in their buildings.
- i) All school administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- j) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- k) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

Associated Practice	Primary Responsibility
6.3 Distribution of Responsibility for	Practices implemented, individually and collectively,

Professional Development System Plan 2013

Monitoring and Evaluation of Professional Development	by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.
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Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The Office for Professional Development and School Supports has multiple members including a Director, two Principal Coaches, two Supervisors, four Professional Development Specialists, and four Multitier System Support Specialists that evaluate professional development from the district level.
- b) Professional development is also supported and evaluated by all other departments within our district including the Offices for Teaching and Learning, Human Resources and Teacher Quality, Accountability, Research, and Measurement, Career Technology, Student Support Programs and Services, and Early Childhood Programs.
- c) Each learning community region of the district has a regional team that supports and evaluates professional development at the school level. The team includes Professional Development Specialists, Multitier System Support Specialists, Common Core Specialists, Instructional Communication Technology Specialists, Compliance and Resolution Specialists, and a Learning Community Executive Director.
- d) Two Principal Coaches support, coach, and evaluate school based professional development activities outlined in the school improvement plan.
- e) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings that will evaluate progress on educator professional development.
- f) School administrators will monitor and evaluate professional development activities within their respective school.

Associated Practice	Primary Responsibility
6.4 Individuals Responsibilities on Alignment and Impact	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) Professional development needs will be reviewed at the biweekly meeting with LCED's
- b) Development of common rubrics evaluating PD to drive coaching next steps and future PD
- c) Collection of Evaluation/Growth system data on teacher performance.
- d) Creation of a Canvas courses for instructional framework support and professional development.
- e) Principal coaches will work with school principal's to evaluate SIP implementation and effectiveness. They will support developing next steps in plan implementation
- f) Each learning community region of the district has a regional team that supports and evaluates professional development at the school level. The team includes Professional Development Specialists, Multitier System Support Specialists, Common Core Specialists, Instructional Communication Technology Specialists, Compliance and

Professional Development System Plan 2013

Resolution Specialists, and a Learning Community Executive Director.

- g) Walk through data will be utilized by school and district administrators in an effort to support and coach educators.
- h) PD specialists and other regional team members will conduct coaching sessions using Look for's and ask about's.
- i) Principal meetings will focus on professional development effectiveness within the district and their respective school buildings.
- j) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- k) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

Associated Practice	Primary Responsibility
6.5 Collaborative Feedback: Collegial Processes that Engage the Entire Workforce	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system. All administrators will receive professional development in the area of PLC implementation.
- b) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- c) All teachers, regional support team members, staff, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- d) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- e) PD specialists and other regional team members will conduct coaching sessions using

Professional Development System Plan 2013

Look for's and ask about's.

- f) Two Principal Coaches support, coach, and evaluate school based professional development activities outlined in the school improvement plan.
- g) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings that will evaluate progress on educator professional development.
- h) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.

Associated Practice	Primary Responsibility
6.6 Professional Learning Culture in the Schools	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system. All administrators and approximately 1000 teachers will receive professional development in the area of PLC implementation.
- b) All Professional Learning Community (PLC) facilitators will complete a four day training on the skills necessary to lead a standards based PLC. This training includes the art and science of unwrapping standards to drive intentional planning leading to intentional instructional leading to intentional student outcomes. This is a K-12 effort throughout our system and was designed collaboratively by the departments of Teaching and Learning and Professional Development.
- c) All teachers, regional support team members, staff, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- d) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- e) PD specialists and other regional team members will conduct coaching sessions using Look for's and ask about's.
- f) Two Principal Coaches support, coach, and evaluate school based professional development activities outlined in the school improvement plan.

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- g) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings that will evaluate progress on educator professional development.
- h) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.

Associated Practice	Primary Responsibility
6.7 Acting on Information from Reflection and Collegial Sharing	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) Two Principal Coaches support, coach, and evaluate school based professional development activities outlined in the school improvement plan.
- b) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings that will evaluate progress on educator professional development.
- c) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- d) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- e) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system. All administrators and approximately 1000 teachers will receive professional development in the area of PLC implementation.
- f) Multi-tiered systems of supports (MTSS) are designed with a focus on the intentional planning and delivery of high quality instruction, data-based decision making, and making important educational decisions aided by systemic problem solving. Our district's implementation of MTSS occurs across multiple levels throughout the educational system including the district, learning community regions, school and teacher levels with the ultimate goal of effectively aligning resources to improve student outcomes.

Associated Practice	Primary Responsibility
6.8 Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

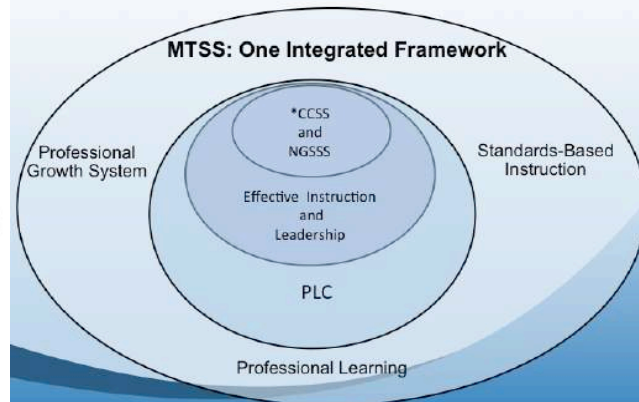
Implementation Schedule – beginning June 2013 and ongoing annual work.

PASCO'S INTEGRATED SYSTEM: Why



The WHY: Fulfilling the Promise College, Career, and Life Readiness for Each and Every Student

PASCO'S INTEGRATED SYSTEM:



- a) The district maintains an active Vision committee, which monitors and evaluates the work of the system in relation to the district’s mission.
- b) School board members regularly district processes as related to mission and vision.
- c) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system. All administrators and approximately 1000 teachers will receive professional development in the area of PLC implementation.
- d) Multi-tiered systems of supports (MTSS) are designed with a focus on the intentional planning and delivery of high quality instruction, data-based decision making, and making important educational decisions aided by systemic problem solving. Our district’s implementation of MTSS occurs across multiple levels throughout the educational system including the district, learning community regions, school and teacher levels with the ultimate goal of effectively aligning resources to improve student outcomes.
- e) The office for Accountability, Research and Measurement coordinates regular survey activities that gather input from all stakeholders of the system including students, parents, teachers, and staff and business partners.

Associated Practice	Primary Responsibility
6.9 Design Focus on Evaluating Impact	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system. All administrators and approximately 1000 teachers will receive professional

development in the area of PLC implementation. Our PLC structure includes an implementation, monitoring, feedback, and evaluation cycle.

- b) Multi-tiered systems of supports (MTSS) are designed with a focus on the intentional planning and delivery of high quality instruction, data-based decision making, and making important educational decisions aided by systemic problem solving. Our district’s implementation of MTSS occurs across multiple levels throughout the educational system including the district, learning community regions, school and teacher levels with the ultimate goal of effectively aligning resources to improve student outcomes.
- c) All teachers, regional support team members, staff, and school/district administrators participate in multiple PLC’s focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- d) Each learning community region of the district has a regional team that supports professional development. The team includes Professional Development Specialists, Multitier System Support Specialists, Common Core Specialists, Instructional Communication Technology Specialists, Compliance and Resolution Specialists, and a Learning Community Executive Director.
- e) Two Principal Coaches support, coach, and evaluate school based professional development activities outlined in the school improvement plan.
- f) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings that will evaluate progress on educator professional development.
- g) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC’s are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- h) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

Associated Practice	Primary Responsibility
6.10 Assessment of the Capacity to Evaluate Professional Learning	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system.

All administrators and approximately 1000 teachers will receive professional development in the area of PLC implementation. Our PLC structure includes an implementation, monitoring, feedback, and evaluation cycle.

- b) Multi-tiered systems of supports (MTSS) are designed with a focus on the intentional planning and delivery of high quality instruction, data-based decision making, and making important educational decisions aided by systemic problem solving. Our district's implementation of MTSS occurs across multiple levels throughout the educational system including the district, learning community regions, school and teacher levels with the ultimate goal of effectively aligning resources to improve student outcomes.
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- d) Each learning community region of the district has a regional team that supports professional development. The team includes Professional Development Specialists, Multitier System Support Specialists, Common Core Specialists, Instructional Communication Technology Specialists, Compliance and Resolution Specialists, and a Learning Community Executive Director.
- e) Two Principal Coaches support, coach, and evaluate school based professional development activities outlined in the school improvement plan.
- f) District and school administrators participate in monthly principal meetings focused on policies, procedures, professional development, needs assessments, and student performance data.
- g) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings that will evaluate progress on educator professional development.
- h) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- i) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- j) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.

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Associated Practice	Primary Responsibility
6.11 A Framework for Evaluation of Professional Development	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

Implementation Schedule – beginning June 2013 and ongoing annual work.

- a) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system. All administrators will receive professional development in the area of PLC implementation.
- b) Each learning community region of the district has a regional team that supports professional development. The team includes Professional Development Specialists, Multitier System Support Specialists, Common Core Specialists, Instructional Communication Technology Specialists, Compliance and Resolution Specialists, and a Learning Community Executive Director.
- c) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings that will evaluate progress on educator professional development.
- d) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- e) All instructional staff members work in collaboration with a school administrator to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- f) All school administrators work in collaboration with a Learning Community Executive Director to create a Deliberate Practice plan based on student performance data and prior year summative evaluation results.
- g) The Office for Professional Development and School supports will conduct annual reviews of professional development as part of PD protocol review.
- h) The Office for Professional Development and School Supports will work with the Office for Human Resources and Teacher Quality to review annual teacher evaluation data and develop next steps for professional development.

Associated Practice	Primary Responsibility
6.12 Evaluation of Fidelity of Implementation	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, regional team specialists and district administrators.

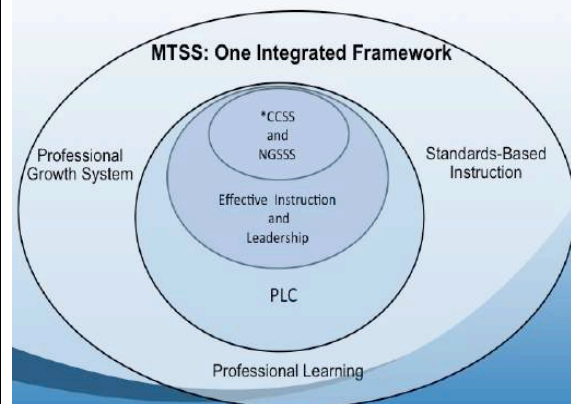
Implementation Schedule – beginning June 2013 and ongoing annual work.

Professional Development System Plan 2013

- a) The district and schools will utilize a professional learning community (PLC) structure, which is purposely organized to distribute professional development across the system. All administrators and approximately 1000 teachers will receive professional development in the area of PLC implementation. Our PLC structure includes an implementation, monitoring, feedback, and evaluation cycle.
- b) Multi-tiered systems of supports (MTSS) are designed with a focus on the intentional planning and delivery of high quality instruction, data-based decision making, and making important educational decisions aided by systemic problem solving. Our district's implementation of MTSS occurs across multiple levels throughout the educational system including the district, learning community regions, school and teacher levels with the ultimate goal of effectively aligning resources to improve student outcomes.
- c) All teachers, regional support team members, staff, and school/district administrators participate in multiple PLC's focused on ELA literacy or mathematical instructional strategies, the utilization of CCSS, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- d) Each learning community region of the district has a regional team that supports professional development. The team includes Professional Development Specialists, Multitier System Support Specialists, Common Core Specialists, Instructional Communication Technology Specialists, Compliance and Resolution Specialists, and a Learning Community Executive Director.
- e) Two Principal Coaches support, coach, and evaluate school based professional development activities outlined in the school improvement plan.
- f) District and school administrators participate in monthly principal meetings focused on policies, procedures, professional development, needs assessments, and student performance data.
- g) Each school has identified teacher leaders to act as PLC facilitators within their respective buildings that will evaluate progress on educator professional development.
- h) All instructional staff members participate in Lesson Study segments. Lesson Studies through PLC's are focused on standards based instruction, the utilization of CCSS/NGSS, increasing the rigor of assignments, student performance outcomes, and the revision of instruction to meet student needs.
- i) District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.

Policy 7 – The Role of the Master Inservice Plan (MIP)

PASCO'S INTEGRATED SYSTEM:



The Master Inservice Plan (MIP) will provide the professional educator workforce opportunities to use successful professional learning on district and school initiatives for certification purposes consistent with state statutes and State Board of Education rules. It is the intent of the district to enable actual improvements in teaching and leadership proficiency to contribute to credits for master inservice components for recertification purposes. In support of this, resource allocation for MIP components give priority to those aligned to state and district initiatives related to student achievement and high effect size practices in evaluation systems and include participant implementation of targeted learning.

7.1 Resource Allocation Priorities

District support via resources and inclusion of components in the MIP shall give priority to those professional learning supports aligned to state initiatives related to student achievement and high-effect size practices included in evaluation systems. This includes support for participant implementation of the targeted learning at the school or classroom level.

7.2 Aligned Arrays of Components

In further support of statewide goals for school improvement, the MIP shall include arrays of aligned components that, in their aggregate, support educator development on the following issues:

- Academic Standards
- Accommodations Array
- Data Access
- Differentiated instruction
- FEAPs
- FPLS
- High-effect size instructional and leadership strategies addressed in the district's evaluation systems
- Low-achieving schools
- Peer and mentor teachers
- Protocols
- Technology supported learning
- STEM
- Student Characteristics and Relationship

7.3 Amendments to the Master Inservice Plan

Any component developed after the annual approval of the MIP may be submitted for school board approval as an amendment to the plan.

7.4 Streamlining the Master Inservice Plan

At each annual adoption of the MIP, components no longer needed or not in alignment with current district purposes and priorities may be deleted from the MIP.

7.5 Department of Education Information Data Base Requirements

Professional Development System Plan 2013

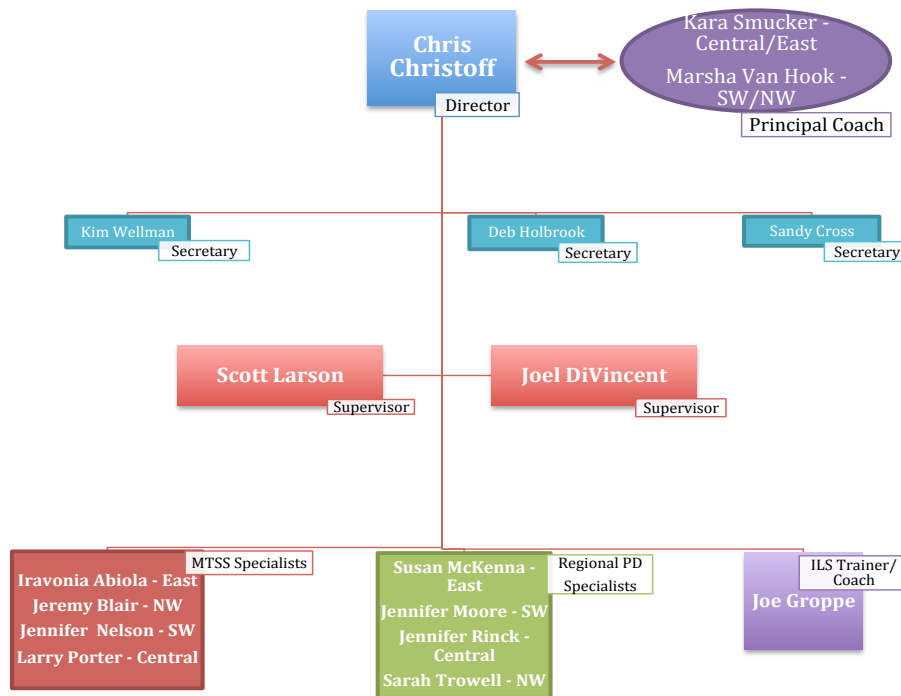
Professional development data required for inclusion in the DOE Information Data Base Requirements (state survey data) shall be collected, verified, and reported in a timely manner. Where such data is collected and reported to district offices other than the professional development director, the professional development director shall be involved in review of the data collection processes and in review of the accuracy of data collected prior to submission to the state.

7.6 Charter Schools

Charter schools instructional and administrative staff located within the district shall be provided the same the opportunity to participate in MIP components open to all district personnel as any other district or school personnel.

OFFICE FOR PROFESSIONAL DEVELOPMENT ORGANIZATIONAL CHART

Office for Professional Development and School Supports
Organizational Chart



EXAMPLES OF PROFESSIONAL DEVELOPMENT**Training Activities**

Training activities are defined as formal learning experiences with a goal of transmitting knowledge or developing skills, attitudes and/or behaviors. For instructional personnel, the primary purpose is to improve student achievement. For support personnel, the primary purpose is to improve job skills. A training activity session includes a presenter who establishes the content and flow of activities based upon a clear set of objectives. Training objectives include what “The participant will . . .” know, understand, and do following the training. The trainer may select training strategies such as lecture, demonstration, role-playing, and/or simulations. Training activities may be taken more than once with approval from the component coordinator. The district will make every effort to assure that trainings designed/delivered by the district will meet all of *Florida’s Professional Development Protocol Standards*.

Non-District Trainings

Attendance at non-district delivered trainings does not guarantee that inservice points will be awarded. Since these trainings are not being designed/delivered by the district, prior determination regarding awarding of points is required. *Out of District Inservice Points Request Form* (a copy of this form can be found on the Professional Development website) should be completed and submitted to the appropriate content area supervisor for pre-approval. Points may be awarded as long as there are specific workshop objectives describing what participants are expected to know, understand and do after the training, there is documentation (such as a certificate of completion with verification of hours) that the objectives were successfully completed during the training, and there is evidence that the learnings have been transferred to the participant’s specific job as per *Florida’s Professional Development Protocol Standards*.

When considering using outside vendors, see the *Guidelines for Trainings Offered by Vendors* that can be found on the Professional Development website.

Continuing Education Units (CEUs)

CEUs are a way of measuring and officially recognizing the effort an individual has put into “noncredit” enrichment and development coursework for an individual’s job or profession. CEUs demonstrate the time, energy and interest taken to broaden an individual’s professional horizon. CEUs can be translated into inservice points provided the course has a set of specific objectives that participants are expected to know, understand and do after the training, there is documentation (such as a certificate of completion with verification of hours) that these objectives were successfully completed during the training, and there is evidence that the learnings have been transferred to the participant’s specific job as per *Florida’s Professional Development Protocol Standards*. However, the reverse is not possible. The Professional Development Department does not have the authorization to award CEUs or to change inservice points into CEUs.

College Credit

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Courses that earn college credit cannot also earn inservice credit. Courses taken from accredited colleges/universities may be used for renewing professional certificates. One (1) semester hour of college credit is the equivalent of 20 points of inservice credit, so a three semester-hour course would be the equivalent of 60 inservice points. When an instructional employee renews a professional certificate, both college transcripts and inservice records are accessed and used.

It is the responsibility of the employee to ensure transcripts are sent from the learning institution to the *Human Resources Department*. Any questions regarding the use of college credit for renewing a professional certificate should be directed to the *Human Resources Department*.

Job-Embedded Professional Development

Job-embedded professional development is directly aligned with learner needs and embedded in the daily work of teachers and schools. The focus is on continuous improvement that occurs through feedback and reflection to refine and deepen the knowledge and skills of educators. Job-embedded experiences take place during the workday and are designed for teams of learners who participate in Professional Learning Communities. The Professional Learning Communities involved in these professional development experiences also plan for how the results of their work and the learning they gained will be made public. The school administrator must approve proposals for job-embedded professional development. The Professional Development Department can offer support in planning and designing such opportunities. In order for inservice points to be awarded for participation in job-embedded professional development, prior approval must also be made to the "School Improvement" component coordinator and the details entered into *Avatar*. The *Professional Development Activities General Guidelines and Request Form* are available on the Professional Development website.

NON-EXAMPLES OF PROFESSIONAL DEVELOPMENT

Conventions/Conferences

Attendance at conventions/conferences typically does not guarantee that inservice points will be awarded. Most conferences that have awareness-level breakout sessions do not meet *Florida's Professional Development Protocol Standards* and therefore will not count for inservice points. If however, a person believes that the conference activities will meet *Florida's Professional Development Protocol Standards*, an *Out of District Inservice Points Request Form* should be submitted to the content area supervisor for pre-approval. A copy of this form can be found on the Professional Development website.

Points might be awarded if there are specific workshop objectives that participants are expected to know, understand and do after the convention/conference, there is documentation (e.g., certificate of completion which verifies hours) that these objectives were successfully

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completed during the training, and there is evidence that the learnings were transferred to the participant's job as per *Florida's Professional Development Protocol Standards*.

Informational Meetings/Committee Meetings

Informational meetings are task oriented and generally focus on managerial or logistical issues. Meetings are agenda driven by a leader who presents information to the participants. Inservice credit is not awarded for time spent in informational meetings or in committee meetings.

Examples of topics that may be covered in informational meetings for which inservice credit is not awarded are:

- Code of Conduct, Ethics
- Technical Updates; e.g., eSembler updates, report card updates
- General Policies and Procedures
- Insurance/Retirement
- Safety Procedures
- Blood-Borne Pathogens

Examples of committees that hold meetings concerning school-related tasks for which inservice credit is not awarded are:

- Curriculum Committee
- Safety Committee
- Sunshine (Social) Committee
- Lead Literacy Team
- School Advisory Council

It is possible that service on a committee will involve a more in-depth, data-driven study or action research project that may be appropriate for inservice credit. If you have a question about this, call the Professional Development Department prior to beginning such a study or project. Unless pre-approval has been given that documents the work planned meets *Florida's Professional Development Protocol Standards* and has been advertised on *Avatar*, inservice points will not be awarded.

TRAINING GUIDELINES

Components (Called "Courses" on Avatar)

All training activities offered by the District School Board of Pasco County must align with an approved Master Inservice Plan (MIP) component. Components are broad areas of study that include general goals and professional development activities. Consistent with State Board Rule 6A-5.071 FAC Master Inservice Plan Requirements, the Professional Development Department annually develops and updates the MIP. The component coordinators are responsible for managing and updating their components annually through *Avatar*, our professional development management system.

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Training Activities (Called “Classes” on Avatar)

Multiple training activities can be created under a component. The objectives for the activity must align with the component goal. Each activity is required to have a *Training Expectation Form*. (In addition, *Training Expectation Form Directions* can be found on the Professional Development website.) Completion of a training activity will make a person eligible for inservice points; inservice points are not awarded for attendance alone.

Avatar

Avatar is the professional development management system (pdms) used by the District School Board of Pasco County for posting, registering for, and documenting inservice activity. All District-sponsored training activities offering inservice points must be advertised on *Avatar*. In order for an activity to be advertised on *Avatar*, the component coordinator must have given approval; the activity must then have been approved by the Professional Development Department, and the activity must have been posted on the *Avatar* Catalog no later than the 15th of the preceding month as per the *Instructional Master Contract* and the *SRP Master Contract*.

All District School Board employees have an account in *Avatar*. In order for School Board Employees to register for an activity, potential participants should first review the *Avatar Login Instructions* as posted on the Professional Development website and then register through *Avatar*.

People not employed by the District School Board of Pasco County must first contact the Component Coordinator or the Professional Development Department to discuss their request.

Florida’s Professional Development System

The 2000 Florida Legislature enacted new legislation to improve the quality of the professional development system for public education. The Florida Department of Education adopted standards for the Professional Development System Evaluation Protocol that met the requirements of these laws.

TRAINING FORMS

Note: All forms listed below can be found on the Professional Development website, unless they are NCR forms. NCR forms must be ordered from the Warehouse.

Training Expectation Form (TEF)

Trainers should provide a training expectation form to participants in two ways: 1) with the advertisement for the training on *Avatar*, and 2) at the first training session in order to inform them of the requirements of the training. This form should include, at a minimum, the following: Component Title, Component Number, Activity Title, Number of Inservice Points, Objectives, Attendance which includes a make-up policy if applicable, Participation including any assignments/homework participants are expected to complete, Implementation that will

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be validated by the trainer, and Evaluation (Student and Staff). The training expectation form was updated in August of 2013 to include a section for blended learning opportunities using the Canvas web based learning platform.

Training Feedback Form)

It is necessary that all trainings include evaluations to provide formative feedback to the trainers/designers to assist in determining aspects of the training that met the needs of the participants and aspects that need to be changed for future trainings. Rating scales, open-ended questions which the participants answer, or incomplete sentences which the participants complete, both during and after training, will help to gather this type of feedback.

Documentation of Implementation Form

Another form of evaluation should follow a training later to identify the extent to which the professional development activity has made an impact on an employee's practice. This may include documentation demonstrating that the participant has implemented the newly learned knowledge and skills and that the professional development activity achieved the training objectives.

Master Inservice Program Trainer Pay for Instructional/SRP Trainings form - MIS # 522 (THIS NCR FORM MUST BE ORDERED FROM THE WAREHOUSE.)

This form is used to pay employees as trainers.

- Trainer pay for training on school time: Per the *Instructional Master Contract* and the *SRP Master Contract*, if an employee is providing training on school time and it is not a part of their normal job description, the cost center providing the training will be required to pay the trainer .5 of their normal rate of pay for the number of training hours, plus additional retirement and additional social security.
- Trainer pay for training on personal time: Per the *Instructional Master Contract* and the *SRP Master Contract*, if an employee is providing training on their own time and it is not a part of their normal job description, the cost center providing the training will be required to pay the trainer 1.5 of their normal rate of pay for the number of training hours, plus additional retirement and additional social security.
- Planning Time: Payment for all training is based on actual training time and does not include preparation time.

DSBPC Reimbursement Voucher for Out-of-County Traveling Expenses – MIS #110 (THIS NCR FORM MUST BE ORDERED FROM THE WAREHOUSE.)

All leaves for out-of-county travel must have prior approval from both the employee's supervisor (Principal or Director) and the appropriate Assistant Superintendent. If leaves involve the use of funds, it is important that the leave form indicate which budget is covering the cost(s) and which related expenses are to be reimbursed. Reimbursement for all out-of-county travel requests should be submitted on MIS #110.

Employee Stipend Payment form - MIS #524

Among other things, this form is used to pay participants for their attendance in certain activities. Not all activities have the budget to pay a stipend to participants for after hours training. This information needs to be shared with participants before training activities begin so that they will know if they will receive inservice points and stipends or only inservice points upon completion of the training activity. When stipends are paid to participants, the rates are stipulated in the *Instructional Master Contract* and the *SRP Master Contract*. This form can be used for Instructional and/or School Related Personnel participants.

**Contract for Professional/Technical Services - MIS #218 and
Request for Payment for Professional/Technical Services Rendered - MIS #526
(THESE NCR FORMS MUST BE ORDERED FROM THE WAREHOUSE.)**

For any non-school board employee providing training in our district, MIS #218 should be submitted to the *Purchasing Department* prior to the training for a Purchase Order. After the training, MIS #526 should be submitted to the *Accounts Payable Department* for payment.

Staff Development Data Collection Tool

In addition to analyzing multiple data sources specific to a school, it may be necessary to survey instructional staff members to determine school-wide professional development needs. A *Staff Development Data Collection Tool* is available for this use.

Avatar Guest Request Form

The *Avatar Guest Request Form* must be completed, approved by the Component Coordinator, and sent to the Professional Development Department any time a Private School Employee or any other person not employed by the District School Board of Pasco County wishes to attend a training activity offered through Avatar. (A copy of this form as well as *Directions for the Avatar Guest Request Form* may be found on the Professional Development website.)

DELIVERY LOGISTICS, FACILITIES, & RESOURCES

Scheduling District Training Rooms

The district has a number of training rooms available for trainings and meetings. The Professional Development Department manages the reservations for training rooms A, B, C, D, Portables 20-24 and the Boardroom. The *Instructional Media and Technology Department* manages the reservations for the IMT Computer Lab. Please verify that the room you wish to use is available before requesting it and confirm that it has been reserved in your name before listing it on the training advertisement on *Avatar*. For updated information regarding a list of district training rooms, reservation procedures and room layouts, consult the *District Calendar and Training Rooms Quick Reference Guide* on the Professional Development Department's website.

A complete request must be sent as an email to reserve a training room. A complete request includes:

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- Date(s) of the Training/Meeting:
- Name of the Training/Meeting:
- Room Requested: (even if the room is not at the District Complex)
- Beginning and Ending Time:
- Number of People Attending:
- Room Set-up Desired:
- Contact Person and direct telephone extension number

NOTE: When consulting the *District Calendar* please consider potential scheduling conflicts that may negatively impact schools.

Supplies/Equipment

The department/school funding the training is responsible for all necessary materials and equipment. It is the responsibility of the trainer to get approval from the department/school supporting the training prior to purchasing materials and to determine a system for purchasing and/or reimbursement.

Technology

The district has implemented the Canvas learning management system to begin to transition to both a blended learning model as well as on-line only learning opportunities.

Food

District funds may not be used to purchase food for trainings. If training is being provided for a school, the school may have money in their internal accounts that may be used to purchase food. If the training is being provided at the district level, participants may be asked to volunteer to bring food for one of the sessions. It is the responsibility of those providing the training to set up and clean up the after each training.

COMPONENT COORDINATOR/TRAINER GUIDELINES

Component Coordinator Responsibilities

The component coordinator is responsible for guaranteeing that all training activities offered under their component meet all of *Florida's Professional Development Evaluation Protocol Standards*. It is the component coordinator's responsibility to:

- Manage and update their components annually through *Avatar*, our professional development management system.
- Determine the appropriate number of inservice points that will be awarded for the training activity. Generally, training activities earn one (1) point for every hour of training (seat) time. If additional hours are determined to be appropriate for pre-work or demonstration of training in the classroom, the additional hours should not exceed

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more than ½ of the training (seat) time hours. (Ex. A 6-hour training should not earn more than 9 inservice points.)

- Approve all training activities before they are advertised.
- Enter completed pre-approved Out of District Inservices into *Avatar*.
- Verify that the training has been advertised on *Avatar* by the 15th of the preceding month, as required by the *Instructional Master Contract* and the *SRP Master Contract*.
- Assure that all trainers meet the trainer guidelines as outlined below.

Trainer Responsibilities

A trainer from the District School Board of Pasco County is a representative of the District acting in a leadership capacity. Trainers must recognize the professional responsibilities that are associated with this role. It is the trainer's responsibility to:

- Work with the Professional Development Department to reserve a training room in order to include the events on the *District Calendar*.
- Verify that all materials, including participant manuals, are prepared and delivered to the training site.
- Verify that arrangements have been made with the training site for room set up, including any audio-visual needs.
- Arrive at the training site in time to set up for the training and greet participants as they arrive.
- Dress appropriately as a representative of the District School Board of Pasco County.
- Deliver the training as designed. The Component Coordinator must approve any changes to the training design.
- Support the *District Vision* at all times.
- Model the principles of adult learning and best practices for instruction.
- Be familiar with and incorporate the *National Staff Development Council Standards* and Florida's *Professional Development Evaluation Protocol Standards* into the training.
- Follow "Critical Incident Plan" directions in case of emergency.
- Verify that the training site has been cleaned up and materials prepared for return shipment, if necessary.
- Submit paperwork necessary for trainer and participant pay (if applicable).
- Monitor follow-up and evaluation expectations in order to verify component completion.
- Award inservice points on *Avatar* after participants have completed all component expectations (based on directions from Component Coordinator).

Points for Trainers

Trainers may receive inservice points once during their Professional Certificate's validity period for conducting a training activity. This is done by registering for the training, as any participant would, on *Avatar*.

In-County Mileage

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In certain circumstances, a trainer can be reimbursed for travel to deliver a training activity. If a trainer must leave his/her work site during the trainer's workday to conduct a training activity, travel is allowed from the worksite to the training site. If the trainer returns to the worksite to complete their workday, travel from the training site to the worksite is allowed. Travel reimbursement to or from home is not allowed on a paid workday. Travel to and from home to the training site on a non-workday is allowed. Permission for mileage must be approved prior to a training activity being delivered. It is the responsibility of the cost center sponsoring the training activity to work with the trainer on developing a system for electronic completion, coding, and submission to the *Finance Department* for payment.

PROFESSIONAL DEVELOPMENT RELATED TO TEACHER CERTIFICATION

The primary purpose of participation in professional development is to enhance student learning through improved staff performance. This can only be accomplished through an application of new knowledge and skills by the staff in their work with students and each other. Inservice credit is a by-product of the professional development process, not the purpose of the process. Methods for recertification include:

- **Inservice/College Credit**
Inservice points and/or college credits can be used to renew a Florida Professional Educator's Certificate. Recertification requirements for a five-year Florida Professional Educator's Certificate include 120 inservice points, six college credits (one credit hour is equivalent to 20 inservice points), or the equivalent combination of both.
- **NBPTS Certificates**
A certificate issued by the *National Board for Professional Teaching Standards* (NBPTS) will renew a Florida Professional Educator's Certificate. The NBPTS certificate may be used for renewal as long as it is valid during any part of the validity period of the Florida professional educator's certificate. A photocopy of the valid national certificate submitted with each renewal application shall be acceptable verification. (Details for participation in NBPTS can be found on the Professional Development website.)
- **Subject Area Exams (SAEs)**
Passing scores on SAEs for subjects shown on a professional educator's certificate are equivalent to 60 inservice points. For recertification purposes, SAEs must be taken in a subject area and at the appropriate level currently shown on the professional educator's certificate. (For additional information regarding SAEs, go to the Florida Teacher Certification Examinations website at < <http://www.fl.nesinc.com> >.)
- **Temporary Certificates**
Temporary Certificates from the *Florida Department of Education* are valid for three years and are nonrenewable; therefore, most inservice points earned during the period

of a Temporary Certificate are not accumulated for renewal purposes. ESOL and Reading Endorsement points can be banked and used during the first recertification period of a professional educator's certificate. Documentation of completed training activities becomes part of an individual's history. Ultimately, participation in professional development increases a teacher's knowledge and skills to improve student achievement.

- Banking Inservice Points

Most inservice points are only active for recertifying a professional teaching certificate during the certificate's period of validity. However, there are a few instances when points can be "banked" for future recertification periods and drawn upon, like a savings account, to supplement the points needed for renewal. Once any points are drawn from the "bank," they are no longer available. Employees can access their inservice history through our professional development management system (*Avatar*). This will include the active inservice points that have been earned since recertification and will also report banked ESOL and reading points.

- ◆ ESOL Endorsement*

Any ESOL inservice or ESOL college coursework earned after 1990 under a "temporary" certificate can be banked and used to renew the first professional certificate. After that, the ESOL inservice or ESOL coursework will be recorded into history.

Any ESOL inservice or ESOL coursework earned after 1990 under a "professional" certificate can be banked indefinitely and used to renew any professional certificate.

- ◆ Reading Endorsement*

Any reading inservice or reading college coursework earned after 1999 under a "temporary" certificate can be banked and used to renew the first professional certificate. After that, the reading inservice or reading coursework will be recorded into history.

Any reading inservice or reading college coursework earned after 1999 under a "professional certificate" can be banked indefinitely and used to renew any professional certificate.

* The *Office for Teaching and Learning* should be consulted regarding eligibility of college coursework for endorsement purposes. The *Human Resources Department* should be consulted about banking discrepancies. It is the individual's responsibility to notify the *Office for Teaching and Learning* and the *Human Resources Department* of any coursework they feel might qualify for endorsement purposes.

TRANSFERRING RECERTIFICATION CREDIT TO PASCO COUNTY

Inservice Points from Another County

A person coming to Pasco from another Florida county should provide the Professional Development Department with an official transcript of their Inservice History from their previous county. It is the employee's responsibility to request the transcript from their previous county. Full credit will be given for any points earned during the current validity period and will be available to recertify the teacher's current certificate. Most active points will be entered into *Avatar*, Pasco County's electronic professional development management system, as a collective total. Other points (e.g., ESOL Endorsement, Reading Endorsement, Clinical Educator) will be added to *Avatar* under the appropriate component number. The appropriate District Supervisor will review endorsement areas.

Most inservices on the transcript that were used in a previous recertification period will not be entered into *Avatar*. It is the employee's responsibility to keep a record of these previously used inservice points.

College Credit

Any college credit must be submitted to the *Human Resources Department* directly from the appropriate educational institution as an official college transcript. Only courses taken within a certificate's current validity period can be used for the recertification of that certificate.

ADDITIONAL GUIDELINES FOR ATTENDANCE AT TRAININGS

Instructional Training for Non-Instructional Employees

Most of the instructional training activities that are offered in the district are open to non-instructional employees. However, since space or materials typically limit registration, first priority will be given to current instructional employees in the district. Any points earned by a non-instructional employee can be applied toward the non-instructional pay increase as negotiated in the current contract.

Professional Development for Charter School Employees

Charter school employees are welcome to participate in district training activities under the guidelines established by the School Board. Training activities may require that the number of participants be limited. Financial compensation for attendance at after-hours district inservice trainings is available only if the training is providing stipends to other participants and the grant which funds the training allows the district to pay charter school employees. Charter School principals should contact the district's Component Coordinator for the specific training activity to determine if compensation will be available. The *Charter School Professional Development Stipend Approval* form must be submitted by the Charter School Administrator to the district's *Supervisor of Charter Schools* prior to attendance at the training activity. (In addition, *Instructions for Charter School Professional Development Stipend Payment* may be found on the

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Staff Development website.) Once approved, the participant must register on *Avatar* to be eligible to participate in the training activity.

Professional Development for Private School Employees

Private School employees are welcome to participate in district training activities paid for by Federal Grant Funds for which they are eligible. Private school employees must contact the Component Coordinator of the specific training activity to discuss their request.

Training activities may require that the number of participants is limited. Financial compensation for attendance at after-hours district inservice training activities is available only if the training activity is providing stipends to other participants and the grant which funds the training allows the district to pay private school employees. Private School principals should contact the Component Coordinator of the specific training activity to determine if compensation will be available. An *Avatar Guest Request Form* will be completed at that time.

Training for Persons Not Employed by the District

Most of the training activities that are offered in the district are open to persons who are not employees of the District School Board of Pasco County. However, if a training activity is open for non-employees, registration is limited to space availability, and priority will be given to current employees in the district. Unless the training activity is funded with a grant that will allow the district to pay non-employees, non-employees will not receive financial compensation. Some courses may require payment by the non-district employee for materials. Non-district employees must contact the Component Coordinator to discuss their request. An *Avatar Guest Request Form* will be completed at that time.

Forms and Additional Information Found on the Professional Development Website

THE FOLLOWING ITEMS ARE LISTED IN THE ORDER THEY ARE MENTIONED IN THE PD GUIDE:

Staff Development Data Collection Tool

Out of District Inservice Points Request Form

Guidelines for Trainings Offered by Vendors at Schools

Avatar Login Information

Professional Development Activities General Guidelines and Request Form

Training Expectation Form

Training Expectation Form (Directions for completing)

Training Feedback Form (Samples)

Documentation of Implementation (Sample)

Employee Stipend Payment Form (MIS #524)

Avatar Guest Request Form

Avatar Guest Request Form (Directions for completing)

District Calendar and Training Rooms Quick Reference Guide

Charter School Professional Development Stipend Approval Form

Instructions for Charter School Professional Development Stipend Payment