

BROWARD COUNTY PUBLIC SCHOOLS

PROFESSIONAL LEARNING SYSTEM

2021 - 2022



Office of School Performance and Accountability

Dr. Valerie Wanza, Chief

Susan G. Leon, Director

TABLE OF CONTENTS

Contents

Executive Summary	4
Master Inservice Plan	7
Professional Learning Design Process	9
Planning.....	10
Planning Rules for Individuals.....	10
Planning Rules for Schools/Departments.....	10
Planning Rules for School System/Professional Learning Providers.....	11
Learning and Implementing.....	12
Learning and Implementing Rules for Individuals.....	12
Learning and Implementing Rules for Schools/Departments.....	13
Learning and Implementing Rules for School System/PL.....	14
Evaluating.....	15
Evaluating Rules for Individuals.....	16
Evaluating Rules for Schools/Departments.....	16
Evaluating Rules for School System/Professional Learning Providers.....	16
Master Plans and Innovation Configurations.....	17
Evaluation of the Professional Learning System.....	17
Roles and Responsibilities.....	19
Certification and Renewal	24
Professional Learning Eligible for Inservice Credit.....	24
Professional Learning Not Eligible for Inservice Credit.....	26
Exceptional Student Learning Supports (ESLS) Requirements for Renewal of a Professional Certificate	27
Requirements for Professional learning relating to Reading Difficulties, Disabilities and Dyslexia	27
Compensation Process	28
Processing Payments for Professional learning.....	28
Registration Fees for Professional learning.....	28
PL Management System (Broward's Professional Learning Management System)	29
End - User Profiles.....	29
Professional Learning Activities.....	29
Activity Roster Management.....	30
Types of Courses.....	30
Tools for Targeted Professional Learning.....	31
External Course Credit Application/Requests.....	32
BCPS Professional Learning Communities (PLCs).....	33
School-Based Professional Learning Teams (a.k.a. PL Teams).....	34
Professional Learning Vendors.....	34
Personnel Evaluation Systems	35
Instructional Personnel Evaluation.....	35
Non-Instructional Evaluation.....	35
Administrator Evaluation.....	35
District Evaluation.....	36
Add-ons	36
Endorsements.....	36
Credentials, Micro-Credentials and Qualifications	36

Micro-Credentials	37
BrIDGES Observer Credential	38
Instructional Coach Credential	38
Certifications	42
Industry Certification	42
BCPS Leadership	42
District Principal Preparation Certification	42
Leadership Pipeline Continuum	42
Leadership Experiences and Administrative Development (LEAD)	43
First Year Assistant Principal (FYAP)	43
Principal Preparation Program (PPP)	43
First Year Principal Program (FYP)	44
Principal Support Program	44
Broward Director Internship Program (formerly Wallace Intern Director Program)	44
District Leadership Preparation Program	44
District Leadership Support Program	45
University Partnerships	45
PROPEL	45
Professional Development Certification Program (PDCP): Alternative Certification for Educators (ACE)	46
Non-Instructional Programs, Certifications & Qualifications	47
Schools of Excellence	48
Mandated Training	48
Appendices	49
APPENDIX A:	50
APPENDIX B:	52
APPENDIX C:	71
APPENDIX D:	117
APPENDIX E:	118

Executive Summary

School Community Professional Development Act, F.S. § 1012.98, states that the Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional learning. Elements of the statewide system are distributed among these collaborative partners.

The scope focus and required elements for Florida's Professional Learning System are set forth in a series of connected statutes and State Board of Education rules.

Through statutes and rules, Florida continues to address the importance of professional growth for Florida educators and the essential need for school districts to maintain professional learning systems. The importance of professional growth in the life of a Florida educator is evidenced through elements such as requiring college credits or the equivalent through inservice for recertification, and the Principles of Professional Conduct for the Education Profession in Florida (State Board of Education Rule 6A-10.081(1)(b) which states that: "...the educator will therefore strive for professional growth..."

The state's recognition of the importance of a systemic process for enabling professional learning is evident. Every school district in Florida is required by law to provide a high-quality Professional Learning System for its employees. To support and focus this aspect of quality school improvement, the state has several linked systemic elements.

- Each district reports professional learning expenditures in state survey data.
- Each district approves a master inservice program annually aligned with needs assessments.
- Each district with preparation programs has the program(s) reviewed and approved by the Department.
- State Board of Education Rule 6A-5.071, F.A.C., The Professional Learning Catalog, includes state-adopted standards for high-quality professional learning, the Florida Professional Learning System Evaluation Protocol, that guide implementation of the districts' professional learning systems.

The Broward County Public Schools (BCPS) Professional Learning System (PL System) contains the District's rules for Professional Learning (PL) for all adults choosing to participate in BCPS professional learning activities. This system also includes the Master Inservice Plan in compliance with State Board of Education Rule 6A-5.071, F.A.C., The Professional Learning Catalog requirements. This system also describes connections to other systems in the district that support professional learning.

Professional Learning supports an individual's commitment to improve. The School Board of Broward County, Florida (SBBC) supports that commitment through a research-based Professional Learning System that meets the intent of statutes, rules, regulations and research on professional learning.

Current shifts in expectations for Professional Learning are a direct result of prioritizing the need within the educational system to build capacity within the workforce to directly impact student success and ensure college and career readiness through rigorous standards-based, data-driven instruction. An effective Professional Learning System must be:

- Proactive to rising expectations for the performance of student, educator, administrator and support personnel;
- Focused on a model of continuous improvement through professional learning that results in actual improvements in learning, instruction, leadership and job performance;
- Designed to positively impact the learning environment, delivery of instruction and student learning;
- Focused on the delivery and mastery of standards-based content and pedagogy;
- Designed to support the District's Strategic Achievement Plan goals, priority initiatives and desired outcomes; and
- Cohesion to ensure ongoing learning, monitoring and support for all learners

The primary role of this Professional Learning System is to safeguard the above shifts in expectations are in place to support a life ready focus for all teaching and learning. A high-quality Professional Learning System enables the workforce to see the systemic connections between their work and other factors that impact students in their journey from Pre-K to high school graduation, such as:

- Standards of the state;
- Priority initiatives of the District;
- The work of other personnel;
- The expanding array of learning opportunities available, and
- The evolving global economy and economic interdependence of cultures.

This resulting Professional Learning System focuses on:

- Motivating and engaging individuals in meaningful and research-based professional learning opportunities;
- Addressing identified individual professional learning needs;
- Planning and selecting effective professional learning practices;
- Adhering to adult Professional Learning design principles;
- Implementing all learning with fidelity;
- Evaluating impact on performance and initiatives at multiple levels (e.g. school, district, state); and
- Re-examining annually the existing Professional Learning System through the lens of evolving expectations.

This Professional Learning System will address the following challenges:

- Alignment of all professional learning activities awarding inservice points for certification or recertification to the Broward County Public School's Professional Learning System.
- Alignment of all professional learning activities/initiatives to research-based professional learning best practices.
- Cohesion of all professional learning activities/initiatives to sustained and long-term changes in teacher practice and student achievement.
- Ongoing and sustained monitoring of implementation including support and follow up designed to maximize impact on teacher practice and increased student achievement.

With the common barriers in mind, redeveloping current policies and practices requires examination of the system in place. This examination began during the 2012-2013 school year by a Professional Learning Redesign Committee composed of representatives from many stakeholder groups involved

with professional learning. Continuous re-examination of the purpose and design of our Professional Learning System provides clarity and focus to all those who are responsible for implementation and monitoring the System. Members of the BCPS professional learning Redesign Committee worked collaboratively with Learning Forward to examine the System and to make necessary adjustments or modifications for the 2021/2022 school year.

The BCPS Professional Learning System distinguishes between professional learning and training. Professional learning is the acquisition of any knowledge, skills and behaviors needed to apply and integrate a strategy or product into one's job or position to advance desired outcomes. BCPS has established criteria and qualifiers for individuals or instructors, who exhibit or have experience with the performance indicators of targeted desired outcomes and facilitate face-to-face and online professional learning with participants. Professional Learning is a permanent change of knowledge, skills and/or behaviors and long term in nature. Professional learning builds the capacity to achieve and sustain new desired performance outcomes that benefit the organization. BCPS developed a Microcredential Program for professional learning facilitators to build, support and sustain results-oriented programs that increase the positive impact and effectiveness of professional learning to support long term and sustained growth outcomes. BCPS Professional Learning may award inservice points towards renewal of an educator certificate if all the requirements are met pursuant to statutory law, rules, policy, procedures and this document.

Training, on the other hand, focuses solely on the features and functionality of a strategy or product delivered by an individual. There is no direct connection between this strategy or product and specific outcomes. Training teaches a specific skill, function, features, etc. Participants learn new information and re-learn or reinforce existing skills in an effort to help them improve their performance at their work site. Trainings convey relevant and useful information that inform participants and develop skills that may be transferred back to the workplace. Trainings address gaps in knowledge and skills, but do not monitor fidelity of implementation and impact on practice directly linked to student achievement. *Trainings may award participation hours, but these hours cannot be used for renewal of a teaching certificate.* The District, schools and various departments will continue to provide targeted training as needed.

The Broward County Public Schools Professional Learning System evaluation component is aligned to the Standards established by Learning Forward (formerly National Staff Development Council); Florida's Professional Learning System Evaluation Protocol; and Florida Professional learning Standards. This evaluation model assesses planning, learning, implementation, and evaluation of professional learning activities according to standards modeled after the Learning Forward standards as well as Florida statutory and administrative rule requirements. The Professional Learning System Evaluation Protocol includes standards that serve to identify and recognize best practices as well as to identify local professional learning systems in need of improvement.

The Florida Department of Education initiated the Professional Learning System Evaluation Protocol in Spring 2003 as a means to fulfill the requirements of F. S. § 1012.98. This legislation sets forth that the purpose of professional learning systems 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. The professional learning standards were revised and updated in 2016 to reflect changes in law and are currently under revision to ensure alignment to current research, updated evaluation protocols (in progress) and recent legislation impacting education. The BCPS Professional Learning System also aligns to Florida Statutes and State Board of Education Rules (Appendix A).

The implementation and monitoring of the BCPS Professional Learning System are the responsibility of Professional Development Standards and Support. (PDSS) in the Office of School Performance and Accountability. The collective vision of the Department is continuous learning for all District employees that will lead to improved outcomes for students and, in turn, the community as a whole. Our Mission is to support achievement of all students by providing effective professional learning opportunities that increase the effectiveness of instructional and non-instructional staff. We aim to achieve this mission with the following goals:

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

Master Inservice Plan

It is the policy of Broward County Public Schools to develop and maintain a Master Inservice Plan (MIP) based on State-adopted standards for high quality professional learning, as required by Florida's School Community Professional Development Act (F.S. §1012.98) and State Board of Education Professional Learning Catalog (Rule 6A-5.071). For the full text of the MIP, outlined below, see Appendix B.

The MIP delineates the rules for professional learning for all instructional employees and identifies the professional learning activities or courses (hereafter referred to as "Components") of professional learning that may generate MIP points ("inservice credit") toward recertification or add-on certification. The Components of the MIP are deliverables of the Professional Learning System that support the District's Professional Learning System and individual deliberate practice. The implementation of the System is monitored using BCPS Professional Learning System Master Plan (Appendix C).

The MIP provides guidelines for instructional personnel to use completion of professional learning aligned to District goals and school instructional improvement initiatives for certification purposes consistent with State Statutes and State Board of Education rules. According to Rule 6A-5.071, inservice points awarded for successful completion of a Component shall be assigned as follows:

- One inservice point shall be equivalent to one clock hour of participation, or as specified by the Master Inservice Plan based on competency or competencies demonstrated.
- Points for completion of college credit, processed through the Certification Department with an official transcript, shall be awarded upon successful completion of all course requirements, including an evaluation, and will equate to inservice participation as follows:
 - One semester hour shall equal twenty (20) inservice points.

In BCPS, total inservice credit for an activity is calculated by adding hours in session (onsite or online) plus up to a maximum of one-third ($\frac{1}{3}$) of the hours in session to account for the time to implement and measure outcomes of the learning. For example:

- 6 hours in session + 2 hours of implementation = 8 hours of inservice credit

As set forth in F.S. §1012.98, the Master Inservice Plan shall be updated and approved by The School Board of Broward County, Florida (SBBC) on an annual basis, with written verification submitted annually to the Florida Commissioner of Education by October 1 of the current year.

Resource allocations for MIP Components shall give priority to those aligned to State and District initiatives related to student achievement and high-effect size practices included in evaluation systems. All MIP Components include data on participant implementation and impact of the targeted learning. A maximum of 120 inservice points may be earned for any one Component. There is a maximum of 6 hours in learning + 2 hours implementation for each day of learning. There is a three hour in learning minimum per day. The Department of Professional Development Standards and Support will review course proposals to determine the number of hours to be awarded for each course. Once a specific number of hours is determined for a given course, that number will be awarded for successful completion of the course. All approved courses will award designated credit pending successful completion of attendance requirements, mastery of learning objectives, implementation of learning, and evaluation of impact requirements. No partial inservice credit will be awarded for any professional learning activity. No inservice will be awarded for any professional learning activity void of an evaluation process for the activity and progress toward MP/IC desired outcomes.

Eligibility for inservice points is based upon the following:

- Professional Development Standards and Support review and approval to ensure adherence to Statutory and Administrative Rule guidelines, Florida Professional learning Protocol Standards, Learning Forward Professional Learning Standards, District Policy and quality professional learning outlined in this document
- Professional learning design must incorporate all components of quality professional learning as outlined by Statutory and Administrative Rule guidelines, Florida Professional learning Protocol Standards, Learning Forward Professional Learning Standards, District Policy and quality professional learning outlined in this document
- Participant attendance at all scheduled learning hours
- Participant mastery of at least 80% of specific objectives as listed in the activity
- Participant completion of implementation activity or competency demonstration
- Participant completion of a course evaluation and/or follow-up learning/implementation activity prior to the close of the course

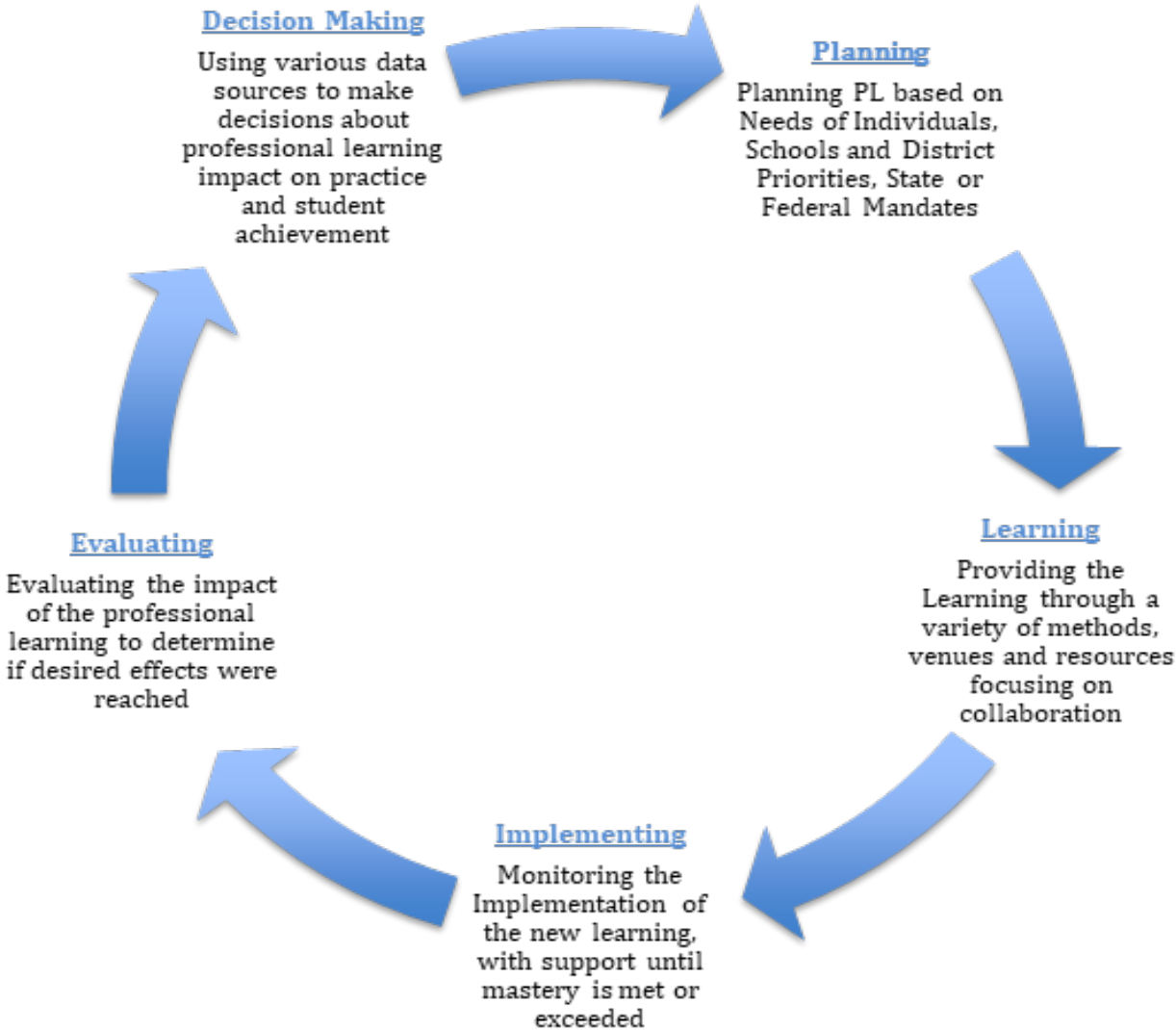
Full implementation of the PL System will be guided and supported by the BCPS PL Master Plan over three years (2020-2023) using all the components of quality professional learning outlined in

Statutory and Administrative Rule guidelines, Florida Professional learning Protocol Standards, Learning Forward Professional learning Standards, District Policy and quality professional learning outlined in this document using a process of continuous improvement and data-driven decision making to maximize fidelity of implementation and impact on teacher practice and student achievement. See appendix C.

Professional Learning Design Process

The Professional Learning Design Process is comprised of four phases: Planning, Learning, Implementing and Evaluating. The activities of each design phase, and their alignment with sections of the Professional Learning Activity Proposal, are detailed below. When all rules from the Master Inservice Plan and all phases of the Design Process come together, the result is quality professional learning for all.

Figure 1. Cycle of continuous improvement of professional learning



The BCPS Professional Learning System delineates the rules for professional learning for all stakeholders, along with rules for the Master Inservice Plan (Appendix B). The rules are divided into four sections: Planning, Learning, Implementing and Evaluating. Each section contains specific rules and when all rules come together, the result is quality professional learning for all participants.

Planning

What planning occurs to organize and support the professional learning for teachers? The overarching purpose of planning is to identify the performance gaps between current levels of performance and desired outcomes or expectations. Through planning, we can maximize the investment of professional learning resources (time, materials, equipment, human talent, and technology) to reach those intended outcomes for specific target audiences. Planning helps identify and determine professional learning decisions to maximize impact. Planning identifies present level of performance and supports the development of a plan of action to move the target audience towards desired outcomes.

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

Planning Rules for Individuals

Rule 1.1.1: Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.

Rule 1.1.2: Administrator Review: The educator meets with a school administrator to review the Individual Professional Development Plan (IPDP) and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.

Rule 1.1.3: Individual Professional Development Plan: The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

Planning Rules for Schools/Departments

Rule 2.1.1. School Needs Assessment: At least annually the school identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by

content and skill areas, subgroups needing special assistance, and other school data.

Rule 2.1.2. Reviewing Professional Development Plans: The school administrator meets with individual educators to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, school, content areas, or the whole school.

Rule 2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.

Rule 2.1.4. Generating a School-Wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district's Professional Learning System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research and/or evidence-based professional learning aligned to identified classroom level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.

Rule 2.1.5. Individual Leadership Development Plan: School administrators create and implement Individual Leadership Development Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making adequate progress, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Individual Leadership Development Plan.

Planning Rules for School System/Professional Learning Providers

Rule 3.1.1. District Needs Assessment: At least annually the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data.

Rule 3.1.2. Generating a District-Wide Professional Development System: Based on identified professional learning needs, the district generates a district-wide Professional Development System that is research- and/or evidence-based, specifies how the plan will be evaluated, and aligns with the Florida Protocol Standards, identified student and educator learning needs, educators' level of development, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, annual performance appraisal data, discipline data, school environment surveys, assessments of parental satisfaction, other performance indicators, and the district strategic plan.

Rule 3.1.3. Research/Evidence Basis: The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.

Rule 3.1.4. Content Standards for Student Outcomes: The district's professional learning supports implementing state-adopted content standards for student outcomes. Florida Department of Education Professional Learning System Evaluation Protocol System, Third Cycle, 2010-2014 Bureau of Educator Recruitment, Development and Retention 14.

Rule 3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.

Rule 3.1.6. Leadership Development: The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.

Rule 3.1.7. Non-Instructional Staff: The district plans, delivers, supports, and evaluates professional learning for non-instructional staff to enhance job performance according to the Florida Protocol Standards.

Rule 3.1.8. Professional Learning Facilitators: The district's system of professional learning includes dissemination of the Florida Protocol System to all staff who plan and facilitate professional learning.

Learning and Implementing

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

Professional learning is sustained, supported, monitored and rigorous so that it can lead to classroom or workplace implementation of quality learning with fidelity to maximize the potential for improvements in student achievement. The District recognizes and supports professional learning as the key strategy for improving instructional personnel practice and student outcomes. Implementation is the transfer of the learning from the professional learning experience to the work setting. Fidelity in implementation that changes practice occurs over time and requires support for and monitoring of implementation to embed the new learning into practice. Professional Learning Providers identify instructional specialists to provide continuous support, modeling and mentoring for participants during implementation. The District has a redesigned coaching credential initiative whereby school and district-based individuals deploy skilled coaches and mentors to provide support and assistance to participants/learners with the implementation of new learning. PL Providers use Statutory and Administrative Rule guidelines, Florida Professional learning Protocol Standards, Learning Forward Professional Learning Standards, District Policy and quality professional learning outlined in this document to design implementation of adult learning as follows:

Learning and Implementing Rules for Individuals

Rule 1.2.1. Learning Communities: The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.

Rule 1.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

Rule 1.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research-and/or evidence-based instruction, practice, and classroom-based feedback.

Rule 1.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high fidelity classroom implementation for student achievement.

Rule 1.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

Rule 1.2.6. Time Resources: Sufficient time within the workday is available and used for professional learning.

Rule 1.2.7. Coordinated Records: Educators have easy access to up-to-date records of their professional learning.

Rule 1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.

Rule 1.3.2. Coaching and Mentoring: Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.

Rule 1.3.3. Web-Based Resources and Assistance: The district provides educators with web-based resources and assistance to support implementation of professional learning.

Learning and Implementing Rules for Schools/Departments

Rule 2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' Individual Professional Development Plans and the school and district goals for student achievement.

Rule 2.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

Rule 2.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

Rule 2.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and

rigorous to ensure learning for participants that leads to high fidelity classroom implementation for student achievement.

Rule 2.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

Rule 2.2.6. Time Resources: Sufficient time within the workday is available and used for professional learning.

Rule 2.2.7. Coordinated Records: School administrators regularly generate and review reports on faculty participation in professional learning.

Rule 2.3.1. Implementation of Learning: The school provides follow-up support to facilitate implementation of professional learning in the workplace.

Rule 2.3.2. Coaching and Mentoring: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

Rule 2.3.3. Web-Based Resources and Assistance: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.

Learning and Implementing Rules for School System/PL

Rule 2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' Individual Professional Development Plans and the school and district goals for student achievement.

Rule 2.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

Rule 2.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research-and/or evidence-based instruction, practice, and classroom-based feedback.

Rule 2.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high fidelity classroom implementation for student achievement.

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Rule 2.3.2. Coaching and Mentoring: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

Rule 2.3.3. Web-Based Resources and Assistance: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.

Evaluating

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

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

Professional Learning Activity Proposal: Evaluating

An activity's Evaluation Plan should parallel the Evaluation Plan for the pertinent Master Plan or IC.

Level 1: Participants' Reactions. Providers evaluate participants' reactions and describe how the quality and fidelity of the professional learning activity will be monitored.

Level 2: Participants' Learning. Providers describe how participants' learning of new knowledge will be evaluated.

Level 3: Organizational Support. Providers verify organizational supports required for successful implementation will be evaluated and provide a description.

Level 4: Participants' use of new knowledge and skills. Participants select the primary method to evaluate changes in teacher practice and describe how use of new knowledge and skills will be evaluated.

Level 5: Student Learning Outcomes. Participants select the primary method through which Student Learning Outcomes will be evaluated and describe how the impact of the professional learning on student achievement and/or behavior will be evaluated.

Evaluating Rules for Individuals

Rule 1.4.1. Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the individual professional development plan was implemented.

Rule 1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

Rule 1.4.3. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.

Rule 1.4.4. Evaluation Methods: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Rule 1.4.5. Use of Results: The educator uses the results of the individual professional development plan evaluation as part of a continuous improvement process to develop the following year's individual professional development plan, and to revise professional learning goals based on student performance results and documented teaching practice. 2.

Evaluating Rules for Schools/Departments

Rule 2.4.1. Implementing the Plan: At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.

Rule 2.4.2. Changes in Educator Practice: The school conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.

Rule 2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.

Rule 2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Rule 2.4.5. Use of Results: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional learning planning in order to eliminate ineffective programs and strategies and to expand effective ones.

Evaluating Rules for School System/Professional Learning Providers

Rule 3.4.1. Implementing the System: The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's Professional Learning System is implemented.

Rule 3.4.2. Implementation of Learning: The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the workplace.

Rule 3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.

Rule 3.4.4. Evaluation Measures: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Rule 3.4.5. Use of Results: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional learning planning in order to eliminate ineffective programs and strategies and to expand effective ones.

Rule 3.4.6. Fiscal Resources: The district documents that sufficient fiscal resources are provided to support professional learning that aligns with school and district goals.

Rule 3.4.7. Student Gains: The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education's district accountability system.

Master Plans and Innovation Configurations

All professional learning is aligned to a goal/goals in an Innovation Configuration (IC) or Master Plan (MP) and define(s) the behaviors and expectations of the learners over a continuum.

In cases where desired outcomes for approved initiatives are ongoing, without a designated end date, a Master Plan (MP) is developed to guide the planning, learning, implementing and monitoring processes. Innovation Configurations (ICs) are used to monitor the planning, learning, implementing and monitoring of initiatives with a specific start and end date. At the end of the IC period, decisions as to whether the innovation was successful are made.

Professional learning Providers develop and annually update Master Plans and Innovation Configurations in collaboration with the Department of Professional Development Standards and Support (PDSS). Links to current Master Plans and Innovation Configurations, as well as templates for District Professional learning Providers to develop new Master Plans and Innovation Configurations, are available on the PDSS website at:

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/PDSS/Pages/default.aspx>.

Evaluation of the Professional Learning System

In addition to the evaluation of specific professional learning activities aligned to ICs or MPs, evaluation of the Professional Learning System as a whole must be addressed. This evaluation involves analyzing implementation and impact results to reflect on continuous improvement options and take actions to improve outcomes for the workforce and specific subsets of the workforce throughout the year. Evaluation results are used to guide decisions about organizational changes that are needed to support learning for teachers, leaders or any personnel in the organization and communicate to parents, the community, and other districts about the successes and challenges of the system. The fidelity of implementation and impact of the overall system on the organization is documented in an annual evaluation included in this document.

Professional Development Standards and Support coordinates the evaluation of the BCPS Professional Learning System in the following ways:

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

Implementation of the Professional Learning System is monitored through various data sources including bi-annual Professional Learning Surveys, based on the desired outcomes of the Professional Learning System Master Plan, targeting the following roles:

- Instructional Participants
- Non-Instructional Participants
- School-based Administrators
- District-based Administrators
- Professional Learning Facilitators
- Professional Learning Providers
- Professional Learning Team Members
- Instructional Coaches
- District-based Coaches

Analysis of the evaluation results of the Professional Learning System also involves continuously reflecting on the following:

- *Are purposes appropriate and consistent with district and state goals?*
- *Are capacities and resources sufficient for sustaining the Professional Learning System?*
- *Are deliverables focused on purposes, making effective use of capacities and resources, and are they being implemented with fidelity?*
- *Are the impacts of professional learning resulting in desirable changes in individuals, school leaders, student learning outcomes or job performance?*

The Professional learning Design Committee meets at least annually, to determine what changes, if any, need to be made to the Professional Learning System. This committee:

- represents a cross-section of stakeholders; and
- collaborates to apply current research practices, Florida Department of Education updates, statutory updates and recommendations to the system.

The Professional learning Design Committee is incorporated into the Professional Learning Coordinating Council (PLCC). The PLCC is comprised of all Professional Learning Providers, including District- and School-based representatives of all professional learning that is part of the system. PLCC meetings are mandatory for Professional Learning Providers to ensure that all professional learning is monitored for impact as part of a cycle of continuous improvement, including mid-year and end- of-year data reviews, aligned with the planning needs of District departments and schools.

Roles and Responsibilities

The following is a summary chart of the various roles of stakeholders in the Professional Learning System.

Role	Responsibilities
Individual / Participant	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Uses student performance data to determine needs and to choose which professional learning will meet those needs, as in the stated intended outcomes • Actively participates in the selected professional learning • Attends all sessions for the full duration of the activity from start to end time. • When necessary, cancels registration within 24 hours of the start of the activity or notifies provider if an emergency prevents attendance • When necessary, is prepared to provide proof of registration confirmation • Completes all requirements of any professional learning activity in which he/she participates with 80% mastery • Implements learning as intended, provides required documentation and seeks assistance until mastery is reached • Evaluates the effectiveness of the professional learning on his/her practice and provides feedback and/or follow-up as required by the professional learning facilitator • At least annually, verifies Professional Learning Transcript is accurate • Completes annual surveys or requests for feedback to support continuous improvement
School/Department Administrator / Supervisor Department Administrator / Supervisor	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Supports time and opportunity for staff to collaborate through authentic professional learning communities and other PL opportunities • Provides and supports the PL/Leadership team to plan and evaluate PL for the school/department • Monitors and records progress of participants' implementation of new practices and knowledge on the job • Provides feedback to participants through observation and conversation • Provides feedback to providers on the implementation of professional learning and effectiveness towards reaching targets • Completes annual surveys or requests for feedback to support continuous improvement

Role	Responsibilities
School/Department Professional Learning Team	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Analyzes PL needs of school/department staff
School/Department Leadership Team	<ul style="list-style-type: none"> • Uses data to formulate targets for improvement for the entire school or department • Plans and supports, as needed, all PL (SIP for schools) • Monitors the implementation of all PL • Organizes resources, support systems for PL • Evaluates the effectiveness of the PL provided and the overall PL Plan • Provides feedback to providers on the effectiveness of any professional learning towards reaching targets of school/department • Completes annual surveys or requests for feedback to support continuous improvement
School/Department Inservice Facilitator	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Serves on the PL Team • Serves as liaison between PDSS (Professional Development Standards and Support) and school's PL Team • Annually attends the In-service Facilitator Orientation and the Professional Learning Communities Close-Out Sessions provided by Professional Development Standards and Support • Compiles professional learning data as part of the PL Team • Ensures that all Professional Learning Community Facilitators implement all processes that have been set in place for the successful organization of professional learning communities • Submits professional learning community proposals in LAB by the designated due date • Maintains all PLC documentation (e.g., sign-in sheets, PLC minutes, implementation documents, etc.) • Ends all PLC activities by May 15 of each year, and to ensures that those who complete all requirements earn appropriate in-service credit • Completes annual surveys or requests for feedback to support continuous improvement
School PLC Facilitator Department PLC Facilitator	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Implements all processes that have been set in place for the successful organization of PLCs • Ensures meetings are held according to guidelines of authentic PLCs • Facilitates and supports organization of PLC meetings, based on established guidelines • Manages minutes documentation process for PLCs • Assists the In-service Facilitator with closeout of PLCs • Completes annual surveys or requests for feedback to support continuous improvement

Role	Responsibilities
<p>PL Owner Representative</p> <p>Content Expert</p>	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Serves as the lead for program projects and/or initiatives that involves professional learning • Participates regularly in PLCC meetings • Creates, updates, monitors, evaluates and coordinates activities for Master Plan /Innovation Configuration • Monitors the implementation of learning under the Master Plan /Innovation Configuration • Ensures the data collection plan of the Master Plan /Innovation Configuration is current and relevant • Monitors progress towards the Desired Outcomes documented in the approved MP/IC and adjusts as needed • Coordinates the evaluation of the Master Plan /Innovation Configuration
	<ul style="list-style-type: none"> • Coordinates the creation of professional learning aligned to the specific desired outcomes of the Master Plan /Innovation Configuration • Monitors the implementation of all professional learning provided to ensure it is applied as intended and support is provided as needed • Evaluates the effectiveness of the professional learning provided to measure the degree to which intended outcomes were reached • Adjusts professional learning as needed, based on data • When learning will be facilitated by a BCPS employee, selects only content relevant and approved BCPS Facilitators to facilitate professional learning • Orients instructors to their roles and responsibilities • Supports the BCPS PL System and PDSS oversight of professional learning • Provides content specific or pedagogical knowledge in the design of a professional learning activity • Designs or works with a designer to design professional learning to be delivered via face-to-face, blended or on-line experiences • Ensures PL provided meets standards for quality professional learning • Evaluates resources to support PL • Aligns PL to an IC or MP to support movement toward desired outcomes • Completes annual surveys or requests for feedback to support continuous improvement • Ensures that Professional learning proposals are entered in the professional learning management system one month prior to the start date of the course
<p>BCPS Facilitators/ Instructors (outside vendors)</p>	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Have valid certification in the same area of content being delivered • Provides professional learning that follows the design of the activity as written • Maintains accurate records of attendance and completion of all required assignments • Differentiates delivery of learning based on actual participant needs • Records mastery of the activity based on the formative or summative assessments outlined in the activity • Completes all requirements of BCPS Facilitation in a timely manner including updates • Collaborates with PL Provider on gaps in participant mastery to inform adjustments to the activity • Participates in all learning activities designed to Qualify BCPS

Role	Responsibilities
	<p>Instructors/PL Facilitators</p> <ul style="list-style-type: none"> • Completes annual surveys or requests for feedback to support continuous improvement
Activity Organizer	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Makes genuine, and repeated if necessary, efforts to communicate responsibilities and ensure that all or most participants complete all professional learning requirements prior to closing • Verifies all participants completed feedback, follow-up and any other session requirements prior to closing • Informs PL Provider of participants who do not complete surveys prior to closing • Cancels participants from activity when applicable • Closes all professional learning activities on the completion date to ensure accurate assignment of any applicable inservice credit • Keeps all original rosters for a period of five years • Completes annual surveys or requests for feedback to support continuous improvement
Coach	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Assists individuals with determining PL or resource needs • Monitors individual's implementation of professional learning until mastery • Serves on PL Team • Completes annual surveys or requests for feedback to support continuous improvement
PL Designer/ Subject Matter Expert	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Serves as the lead for program projects and/or initiatives that involves professional learning as assigned by the PL Owner or Representative • Participates regularly in PLCC meetings when asked • Creates, updates, monitors, evaluates and coordinates activities for professional learning • Monitors progress towards the Desired Outcomes documented in the approved MP/IC and adjusts as needed • Submits course/activity proposal at least three (3) weeks before start date. • Coordinates the evaluation of the professional learning • Coordinates the creation of professional learning aligned to the specific desired outcomes of the Master Plan/Innovation Configuration • Monitors the implementation of all professional learning provided to ensure it is applied as intended and support is provided as needed • Evaluates the effectiveness of the professional learning provided to measure the degree to which intended outcomes were reached • Adjusts professional learning as needed, based on data • Orients instructors to their roles and responsibilities • Supports the BCPS PL System and PDSS oversight of professional learning • Provides content specific or pedagogical knowledge in the design of a professional learning activity • Designs or works with MP/IC representative to design professional learning to be delivered via face-to-face, blended or on-line experiences • Ensures PL provided meets standards for quality professional learning • Evaluates resources to support PL

Role	Responsibilities
	<ul style="list-style-type: none"> • Aligns PL to an IC or MP to support movement toward desired outcomes • Completes annual surveys or requests for feedback to support continuous improvement • Ensures that Professional learning proposals are entered in the professional learning management system one month prior to the start date of the course
Grant Writer	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Obtains funding for professional learning initiatives • Ensures grants which include professional learning adhere to the rules of the PL System and standards for quality PL • Completes annual surveys or requests for feedback to support continuous improvement
Research Specialist and/or Evaluator	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Through collaboration supports and develops a comprehensive plan to collect, analyze and evaluate PL Programs, PL activities associated with Programs and the overall quality of the PL System • Collaborates with Professional learning Specialists and PL Providers in a formal feedback process to measure content mastery and changes in pedagogical practices as a result of professional learning • Creates, distributes, evaluates and completes annual surveys or requests for feedback to support continuous improvement
Office of Certification	<ul style="list-style-type: none"> • Monitors instructional personnel to ensure 5-year renewal requirements and state endorsements are met
Professional Learning Coordinating Council	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Supports and monitors implementation of the redesigned PL System and evaluation processes involved • Collaborates to proposes timetables for transition from current policies and rules to new, more effective ones that meet rising expectations for professional learning • Communicates awareness to all stakeholders • Facilitates PL/Information sessions to stakeholders about fulfilling roles and responsibilities with fidelity • Recommends responsibility and supports implementing the new policies and rules throughout the workforce • Completes annual surveys or requests for feedback to support continuous improvement

Role	Responsibilities
<p>Office of School Performance and Accountability Professional Development Standards and Support</p> <p>Department Directors</p>	<ul style="list-style-type: none"> • Creates culture of ownership of professional learning for all stakeholders • Ensures all professional learning adheres to the guidelines and rules set forth in the PL System • Coordinates and develops the PL Redesign Committee • Coordinates and develops the PLCC Committee • Distributes responsibility for implementing the PL System throughout the workforce • Prepares School System/PL Providers to successfully fulfill their role in the PL System • Tabulates and distributes Professional Learning data to PL Providers as part of implementation and evaluation of professional learning • Provides, to Schools/Departments, support and professional learning opportunities for authentic PLC implementation • Manages documentation of PL through the BCPS professional management system • Manages instructional and school-based employee evaluation systems • Revises Master Inservice Plan annually: obtains Board approval, submits to the State, publishes, and distributes to stakeholders • Manages assignment of Inservice points and individual professional learning records • Completes annual surveys or requests for feedback to support continuous improvement

Certification and Renewal

The purpose of Florida Department of Education educator certification is to support the academic achievement of students by assuring that educators are professionally qualified for highly effective instruction. Florida educators must be certified to teach in our public schools. Educators include classroom teachers, school administrators, and other educational support professionals. The Bureau of Educator Certification (BEC) is responsible for implementing the certification and certification renewal provisions in Florida Statutes and State Board of Education administrative rules. These laws and rules delegate limited certification and certification renewal responsibilities to Florida's school districts. Additional information may be located at: <http://www.fldoe.org/teaching/certification/>.

Determination of inservice eligibility is a charge and function of the Department of Professional Development Standards and Support. Schools and/or Departments must submit professional learning activity proposal(s) via workflow in our BCPS professional learning management system for approval *prior* to activity registration, confirming inservice hours and/or eligibility to participants, confirming or communicating any inservice details to participants or delivery of activity.

Professional Learning Eligible for Inservice Credit

The following professional learning activities are eligible for Inservice / Professional Learning Credit when completed per the SBBC approved Master Inservice Plan, State statutes and regulatory rules inclusive of specifics outlined in this PL System:

1. Professional Learning Communities: a comprehensive, intensive and sustained approach to improving teachers' effectiveness in raising student achievement. BCPS identifies PLCs as BEST Practice #1. PLCs are a collaborative team of staff who meet on a regular basis

(during designated collaborative time) for the entire year to purposefully study impact of effective practices aligned with district/school/department goals on student performance. It is recommended that learners participate in a minimum of one (1) and a maximum of two (2) PLCs per year. A maximum of 60 inservice points will be awarded for completion of all requirements per PLC per year. Authentic BCPS PLCs eligible for inservice include:

- a. Shared mission, vision, values and goals based on rigorous analysis of various datasources by PLC members
 - b. Functioning collaborative teams focused on inquiry-based learning and collectiveresponsibility for improved teaching and student performance
 - c. Continuous collective inquiry
 - d. Continuous action orientation and experimentation
 - e. Commitment to continuous improvement and collaboration
 - f. A collective focus on results and ownership of the results
 - g. All components of quality professional learning outlined in this document including a focus on continuous improvement and collaboration, planning, learning, implementing, and evaluating fidelity of implementation of the learning and impact on student achievement.
2. Professional Learning Activities designed to *prepare* the individual to engage in such activities as:
 - a. Writing curriculum guides
 - b. Writing test items
 - c. Creating units of study and lesson plans
 - d. Scoring district, state or national exams
 3. Workshops: face-to-face delivery method with an instructor or facilitator and inclusive of all components of quality PL referenced in this document
 4. Electronic, Interactive: instructor or facilitator guides the learning; delivery of learning via technology or partial delivery of learning via technology (blended); implementation and monitoring may be face-to-face or computer-based with interactive elements embedded.
 5. Electronic, Non-Interactive: Learning components are provided asynchronously, and evidence of implementation and impact are submitted to a facilitator for monitoring and confirmation of learning.
 6. Expanding Leaders: Inservice credit to *renew* Educational Leadership certification, participation in sustained programs from an Institution of Higher Education (non-credit), sustained initiatives lead by Consultants hired by the District or Department of Education sponsored institutes or academies may generate inservice credit. The outcomes of such activities should focus on change in District policy or process lead by the participating individual(s). An application and approval process are required.
 7. Targeted Investigations: Individuals design their own unique professional learning opportunity, aligned to their two deliberate practice target elements. *Prior to* beginning the study, a plan for this investigation is submitted for approval to the individual's administrator and Professional Development Standards and Support Department. A maximum of 30 inservice points may be earned for this study and this option may be used only once during arenewal period (5 years). An application process is required.
 8. External Activities: CEU's (Continuing Education Units) or quantified time of an individual's educational accomplishments documented on a certificate after he/she has completed a significant non-credit educational and/or career enhancement experience. External Activities are professional learning activities designed and/or delivered by outside agencies when the District **does not have** the content expertise or capacity to provide the same Professional Learning. Evidence of implementation and impact must be

submitted via an External Credit Request in the district's professional learning management system, LAB, within one year of completing the learning and must be approved by the individual's Supervisor and Professional Development Standards and Support. External Credit Request submissions receive final approval from in LAB via an external course workflow.

9. Professional Learning through seminars or institutes specifically designed to improve or maintain job performance requirements targeting specific groups of individual educators where the learning is not offered by BCPS. Evidence of Implementation and Impact must be submitted via in LAB via an External Credit Request within one year of completing the learning and reviewed and approval/denial will be determined through the external course workflow.
10. To be eligible to award inservice toward recertification, all professional learning activities must be associated with a current Master Plan, Innovation Configuration, or Add-On Endorsement, and added to the District's Professional Learning Management System (PLMS) via the Professional Development Standards and Support tiered workflow approval process prior to registration and delivery of the learning. Professional learning activities must include all components of quality professional learning as outlined by this document, State Statutes, Administrative Rules, District Policies, professional learning standards and Federal and State governing agencies.

Professional Learning Not Eligible for Inservice Credit

The following activities are Not Eligible for Inservice/Professional Learning Credit:

1. Training or professional learning that does not have prior approval from the PDSS department in the Office of School Performance and Accountability.
2. Training or professional learning that does not include all component of quality professional learning as outlined by this document, State Statutes, Administrative Rules, District Policies, professional learning standards and Federal and State governing agencies.
3. Professional learning not aligned to an active Master Plan or Innovation Configuration desired outcome(s) and lacking a sustainability plan and/or ongoing learning opportunities designed to directly impact a change in teacher practice and student achievement outcomes, i.e. training lacking all or any component of quality professional learning (planning, learning, implementation, and/or evaluation), not directly tied to a Master Plan or Innovation Configuration, and/or not inclusive of a sustainability plan and an evaluation plan
4. Activities considered personal improvement rather than professional growth related to job responsibilities
5. Attendance at meetings
6. Webinars
7. Processing registration/record-keeping for professional learning
8. Administering/scoring/screening tests for students or other teachers
9. Taking Subject Area Exams or any other assessment or exam
10. Chaperoning activities involving students or sponsored tours
11. Completing grants/Requests for Proposals (RFP's)/Accreditation Reports
12. Evaluating textbooks
13. Serving on/attending bargaining agency meetings, district councils, committees, or advisoryboards (Ex. SACS, RTTT)

14. Travel time
15. On-line learning that excludes facilitation/instructor and evidence of implementation and impact directly linked to an individual's responsibilities, an expected change in practice or behavior and impact on student performance.
16. Activities designed for the sole purpose of learning how to use technology, equipment, software, applications, websites and other similar components/tools needed for 21st Century teaching and learning in isolation of the components of quality professional learning as set forth in this document
17. Partial or incomplete participation (including attendance, learning, implementation and/or the completion of an evaluation and or follow-up activity) in any professional learning activity, professional learning communities and/or courses that are offered in the BCPS professional learning management system

Exceptional Student Learning Supports (ESLS) Requirements for Renewal of a Professional Certificate

The 2013 Florida Legislature approved an amendment to Senate Bill 1108, related to exceptional student education (ESE) [Appendix D]. This amendment made changes to the process for renewal of professional certificates. These rule revisions became effective on February 25, 2014 as Section 1012.585, F.S.

- Beginning July 1, 2014, any applicant for renewal or reinstatement of a Florida professional certificate must earn at least one (1) semester hour of college credit or the equivalent 20 inservice points of training in the instruction of students with disabilities (SWD).
- Credit used to satisfy requirements for the initial Florida professional certificate cannot be used for renewal of the professional certificate.
- The rule revision does not change the requirement that an applicant for renewal must earn a minimum of six (6) semester hours of college credit or the equivalent 120 inservice points for retention of coverages on the professional certificate.
- In the above cases, the credit in the instruction of SWD will now be necessary as a portion of the overall required credit for applications received on or after July 1, 2014.
- In addition to college credit or inservice points, a passing score earned on a subject area exam may be used to satisfy the credit required in the instruction of SWD.
- For additional information on this amendment view the FDOE links below:
 - <https://info.fldoe.org/docushare/dsweb/Get/Document-6975/dps-2014-12a.pdf>
 - <https://info.fldoe.org/docushare/dsweb/Get/Document-6804/dps-2013-105.pdf>
 - <http://www.flsenate.gov/Session/Bill/2013/1108/BillText/er/pdf>

Requirements for Professional Learning relating to Reading Difficulties, Disabilities and Dyslexia

Pursuant to F.S. § 1012.98 (4)(b)11. F.S., the District offers professional learning opportunities to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to

make instructional decisions based on individual student needs. The training helps teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

Compensation Process

Stipends for Professional learning are determined by specific funding sources. Stipends and inservice points are not awarded for all Professional Learning activities and are independent of each other. It is the responsibility of each participant to complete all requirements in the allotted timeframe to receive credit and payment. The eligible participant must meet all course completion requirements before any payment is processed, including but not limited to attending all sessions; completing follow up/implementation activities; and submitting course feedback/evaluations or other follow up required by the provider. Partial credit or payments are not permitted.

Processing Payments for Professional learning

Payment processing begins once all close out processes are complete in the Professional Learning Management System and participant information is transferred to the payroll system (SAP) for payment processing. Only participants completing all requirements will be transferred to the payroll system for payment processing, if payment is applicable.

PD Providers/Course Organizers are responsible for:

- ensuring that sections are closed on a timely basis (by the end date) to ensure efficient payment processing;
- documenting stipend payment eligibility for each participant on the sign-in sheet;
- documenting stipend eligibility, stipend amount and requirement completion on the section sign in sheet.

Payment processing and required documentation varies based on funding source.

Registration Fees for Professional learning

To continue funding some professional learning programs, a non-refundable registration fee may be assessed per course. For those offerings with registration fees, the set amount will be processed and collected through the registration system at the time of enrollment.

Cancellation Policy

The registration fee is fully refundable only if registration is cancelled 7 or more days prior to the start date of the course. Refunds will not be available for cancellations made less than 7 days from the start date or after the start date of the course. Refunds will not be available for failure to complete the course requirements for any reason.

Once the course has started, refunds will not be processed for course incompleteness, materials not obtained, no show or not attending or logging in to the course. If the facilitator drops a participant from a course, a refund will not be processed.

In the event the course is cancelled by the provider; refunds will immediately be issued.

PL Management System (Broward's Professional Learning Management System)

PDSS manages and supports the District's Professional Learning Management System (PLMS) by providing easy access to up-to-date records of professional learning, easily accessible reports for administrators and integration with other data systems to provide data for certification and inservice points (Protocol Standards 1.2.7, 2.2.7, 3.2.7).

PDSS offers courses and on demand resources to support all users including, but not limited, to the following roles: PL Providers, activity organizers, inservice facilitators, school-based professional learning administrators, school-based support team members, and end-users. Schools will be equipped with a school-based support team of five (5) persons including, but not limited to, the following: principal, assistant principal, media specialist, technical liaison contacts (TLC), inservice facilitator (IF) and additional personnel selected by principals. District offices will also be equipped with a support team as decided by the supervisor of the department. The implementation and support processes associated with the new professional learning management system are subject to change dependent on final configuration, stakeholder feedback and school and district needs.

End - User Profiles

All School Board of Broward County, Florida (SBBC) employees, Broward County charter school employees, and registered non-employees can manage all of their professional learning activities through the Broward's professional learning management system user interface. These activities include:

- Searching course catalogs
- Registering (booking) and canceling participation
- Appraising (providing feedback on) completed activities
- Viewing and printing their Professional Learning Transcript

SBBC employee profiles are maintained thru integrations with the District's system of record, SAP. Position demographics, locations and certification details are imported from SAP. Charter school employees and other externals are able to maintain their own profiles.

Professional Learning Activities

The catalog accessible through Broward's professional learning management system, Learning Across Broward (LAB) consists of approved professional learning activities covering a variety of subjects, delivery methods, and durations. Each professional learning activity is aligned to one (1) or more desired outcomes of an approved master plan or innovation configuration and the components of the Master Inservice Plan.

Professional Learning (PL) Providers submit a detailed proposal form through Broward's professional learning management system for all activities they plan to deliver prior to the registration and the activity date. pl providers ensure that professional learning proposals are

entered in Broward's professional learning management system, LAB, at least one month prior to the start date of the course to allow proposals to be processed through an approval workflow and allow participants time to register in advance. The proposal is routed through an approval process by which both content and design are reviewed and modified, if necessary, in collaboration with the submitting PL provider. PL providers are notified and supported throughout the approval process as needed to ensure all professional learning activities are inclusive of all components of quality professional learning, aligned to statutory and administrative code requirements and this document.

Approved professional learning must be delivered by a BCPS micro-credentialed professional learning facilitator with valid certification aligned to the content of the activity. An approved activity may be offered multiple times. Any major modifications to an activity would require a new proposal being routed through the approval process. Major changes include, but is not limited to a change in name, audience, inservice points, learning and/or implementation time, and such.

All courses (sections) must be closed 1 year from the end date. In the event a course (section) is not closed 365 days from the end date, PDSS may cancel the course and no inservice will be awarded. Additionally, all courses must close by 5/31. June end dates are strictly forbidden.

Activity Roster Management

The management of activity rosters entails registering and canceling participants as needed; monitoring the completion of all requirements (i.e. implementation and follow up activities, feedback); communicating with the participants as needed; maintaining all necessary documentation; and completing and archiving the offering no later than ten (10) days after the stated end date. Once the offering is completed and archived, no further changes will be made. Professional Learning transcripts of participants are updated once all requirements are met and the offering is completed and locked. The PL Provider offering the activity is responsible for roster management. Professional Development Standards and Support (PDSS) provides oversight for all activity management.

Professional Learning (Inservice) Transcript/Report

The PL Management System (PLMS) creates, stores and displays professional learning (Inservice) records for all users of the system. An inservice record is created once course requirements are completed and recorded by the responsible role, based on the type of learning and program specifications. Inservice records are created with specific criteria such as course titles, start and end dates, number of points, and credit types.

Users can view all their completed learning activities, including historical records, by accessing their transcript in the PLMS. Transcript records can be displayed for a specific date range, or no dates to view all completed records. Users are responsible for regularly checking and verifying their inservice data.

The PL Management System regularly transfers all inservice records to the system of record, SAP, for accurate and timely reporting to the Florida Department of Education. Records for webinars and registration only activities are NOT transferred to the system of record as they are only for disseminating information.

Types of Courses

The design of targeted and/or personalized learning is intentional and focuses on specific areas of opportunities and/or needs identified through the collection and analysis of multiple data points. Data disaggregation and analysis provides professional learning providers the opportunity to partner learning content and delivery design to maximize the impact on participant learning as intended. The chart below describes various types of course designs, a brief description of each and examples of how each design may maximize intended outcomes.

Type	Description	Awards
Professional Learning	Courses include components of implementation and evaluation.	Inservice points - may be used for instructional recertification and other District programs.
Training	Courses which do not have implementation or evaluation plans or activities. Generally, trainings focus on technology or procedural content.	Participation hours may not be used for instructional recertification but may be used for other District programs.
Registration Only	Courses for the purpose of capturing enrollments for planning, communicating and reporting. Generally used for orientations or fairs.	No credit awarded
Webinars	Courses are online meetings/presentations for planning, communicating and reporting. Generally used for follow-up support and introductory content.	No credit awarded
Compliance	Courses required by statute or District mandate to be completed by a specific audience (i.e. all teachers, all employees).	No credit awarded

Tools for Targeted Professional Learning

Several tools are available in the district's professional learning management system, Learning Across Broward (LAB), to assist professional learning providers to better target participants who would best benefit from specific course content. System tools help guide participants to targeted learning opportunities available for them. The system tools can be used individually or together depending on the need and intent of each course. The table below summarizes the guidelines and purposes of tools currently available in the district's professional learning management system, LAB.

Tool	Purpose	Example(s)
Staff/User Group	Grouping users who share attributes. Groups can be used to target PL, sharing ad-hoc reports or filtering a staff dashboard report	Staff group of all users with the TLC corporate function.
PD Playlists	Organize a series of courses with a common and progressive goal upon completion.	Reading, Gifted and ESOL Category I Endorsement PD

		Playlists.
Course Prerequisite	This setting ensures a participant registers sequentially in courses designed to build knowledge/skills with increasingly advanced content.	MS Excel Beginner MS Excel Intermediate MS Excel Advanced
Required	This setting is only for courses that are mandatory for the group of selected users.	Mandatory Compliance course requirements for all users or select users
Recommended	To target a specific group of individuals for which the course is recommended based on the contents and the selected demographics.	Recommended for Media Specialists only
Availability Controls	This setting will determine the locations from which users will be able to view and register for the course.	Recommended for specific schools or content area teachers

External Course Credit Application/Requests

An external course is a professional learning alternative that can be completed by a current Broward County Public Schools (BCPS) employee or BCPS Board Approved Charter School employee while employed in their current school, when there are no other established activities or learning opportunities found in the Broward County Public School's professional learning options. It is highly recommended that instructional personnel always verify with the Certification Department what is acceptable for recertification. Instructional personnel may earn a maximum of sixty (60) inservice points for external professional learning activities within his/her validity period (five years).

Inservice credit for learning activities meeting all the quality professional learning components set forth in this document that are completed outside of the Broward County School system may be transferred onto personnel inservice transcripts through the submission of an External Course Credit Application/Requests when all of the following criteria are met:

1. Qualifies as a single topic of study offered by a reputable organization or institution that is not part of Broward Schools
2. Is based upon a designed focus of study that is aligned with the School Improvement Plan or Department/District Strategic Plan, district priority initiative and the individual's Growth Plan/Deliberate Practice
3. Must be implemented through job-embedded use of new knowledge, skills and or behaviors.
4. Provides a Certificate of Completion (evidence of completion) to the participant
5. Is not available within the Broward County School Professional Learning catalog
6. Meets the Standards of Professional learning as defined by the Florida Professional learning System Evaluation Protocol and referenced in the Professional Pathways Policy (SBBC 4214: Standards of Quality Professional learning) and the definitions outlined in the BCPS Professional Learning System
7. Is submitted to PDSS within one year of completion of the learning and/or issuing of Certificate of Completion

The following do not qualify for External Course credit:

1. Attending meetings
2. Attending or presenting informational sessions
3. Attending lectures
4. Attending activities designed for personal improvement or training purposes
5. Administering/scoring/screening tests for students or teachers
6. Chaperoning activities involving students
7. Completing grants/Requests for Proposals (RFP's)/Growth Plan/Deliberate Practice/Accreditation
8. Evaluating textbooks
9. Travel
10. Webinars
11. Serving on/attending bargaining agency meetings or district councils, committees, or advisory boards
12. Writing curriculum guides/instructional materials/lesson plans outside of a PLC/School Improvement Plans
13. Attending activities that do not incorporate all the quality professional learning standards
14. Attending activities that do not incorporate all of the components of quality professional learning as set forth in this document
15. Attending Open Labs for technology support in isolation of professional learning activity
16. College Courses. For information on obtaining credit for college courses contact the Certification Department.

External Course Credit Applications/Requests are submitted and processed through the District's Professional Learning Management System, LAB.

BCPS Professional Learning Communities (PLCs)

Authentic Professional Learning Communities align with the Florida Professional Learning Standards, the District's Strategic Plan and this document to provide an ongoing, collaborative process through which adult learners establish a structure (Data Teams, Lesson Study, Collaborative Inquiry or Action Research) for professional growth and development focused on results using the continuous improvement model.

Professional Learning Community activities will be submitted through a detailed proposal form in Broward's professional learning management system (Learning Across Broward -LAB). Professional Development Standards and Support (PDSS) reviews and approves PLC proposals to ensure compliance with Florida Professional Learning Standards, statutes, Administrative Rules, and this document for awarding inservice.

Each PLC team will keep minutes for every meeting, using a consistent template documenting the curriculum, assessment, remediation and enrichment cycle. Each team will document the work of the group through an administration-approved school-based process.

Professional Development Standards and Support ensures all school and district-based PLCs comply with state statutes for awarding inservice points. The Inservice Facilitator (IF) will provide oversight of all Professional Learning Communities for his/her school in Broward's professional learning management system. The IF will attend a yearly orientation sponsored by PDSS. The IF will

collaborate with PLC Facilitators and team members and is responsible for maintaining activity rosters, canceling participants as needed, and completing and closing PLCs no later than May 15th of each school year. Once the course is complete and the rosters are locked, no further changes or adjustments will be made. PDSS provides ongoing communication and updates throughout the school year. PDSS offers learning opportunities to Inservice Facilitators, PLC Facilitators, and school-based administrators to support mastery of the performance indicators identified in the Journey to Authentic Professional Learning Communities Master Plan to ensure compliance with inservice requirements.

- Minimum of 20 hours in learning and maximum of 45 hours in learning
- Minimum of 80% attendance verified by sign in sheets (no partial credit awarded)
- Evidence of shared mission, vision, values and goals based on rigorous analysis of various data sources by PLC members verified by PLC proposal
- Functioning collaborative teams focused on inquiry-based learning and collective responsibility for improved teaching and student performance
- Continuous collective inquiry
- Commitment to continuous improvement and collaboration
- A collective focus on results and ownership of the results
- Evidence of implementation of learning and monitoring of impact of learning on students
- Completion of the PLC feedback survey in Learning Across Broward (LAB)

All schools are to adhere to the specifics outlined in the Memorandum of Understanding Between the School Board of Broward County and Broward Teachers Union on Professional Learning Communities. See Appendix E.

School-Based Professional Learning Teams (a.k.a. PL Teams)

Per Collective Bargaining between the Broward Teachers Union and the School Board of Broward County, Education Professionals Contract Agreement:

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

Professional Learning Vendors

At times, school-based administrators, district administrators, school-based PL teams and/or other entities find it necessary to incur the professional learning services of professional learning providers from outside the Broward School System (outside vendors). For professional learning provided by outside vendors to qualify for inservice points, all learning must be pre-approved by the Department of Academics for content alignment and the Office of School Performance and Accountability to ensure protocol and procedures for proposing, recording and managing adult learning are in place prior to initiating or communicating inservice information to participants. All learning, implementation, follow-up and monitoring including support must meet all the qualifiers of quality professional learning and inservice as set forth in this document, statutes, Administrative Codes and SBBC policies to be eligible for inservice. Vendor sponsored learning that is characterized as training must also adhere to the protocols and procedures for proposing, recording and managing adult

learning the district's professional learning management system.

Personnel Evaluation Systems

Professional learning systems require support from personnel evaluation systems for both the planning and evaluation of professional learning (Protocol Standard 2.1.3). Pursuant to F.S. § 1012.34, the purpose of a district evaluation system is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools. The quality of services is improved through two primary functions embedded in evaluation systems:

- Measurement – functions that support understanding the current reality of practices and the impact of those practices
- Development – functions that support continuous improvement

Evaluation systems support accountability expectations by providing evidence of actual performance results (measurement) and evidence of growth in proficiency in job responsibilities (development). The evidence is then used to address any gaps through professional learning and to connect professional learning to growth in proficiency.

Instructional Personnel Evaluation

Relationship to the FEAPs: The Florida Educator Accomplished Practices (FEAPs) are set forth in State Board of Education rule 6A-5.065 as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems. Classroom Teacher Evaluation: Evaluation processes, indicators, and rubrics appropriate to the responsibilities of classroom teachers. Non-Classroom Teacher Evaluation: Evaluation processes, indicators, and rubrics appropriate to the responsibilities of instructional personnel who are not classroom teachers.

Non-Instructional Evaluation

Broward County Public School's policy 4009 establishes the use of evaluation systems for assessing the competencies of Non-Instructional personnel. The process of examining and evaluating the performance of an individual is done through the use of a performance appraisal. The purpose of evaluation in the Broward County School District is to assist the individual employee in becoming more successful in his or her job and to increase the individual's contribution to the effectiveness of departments and schools in the district. For more information, please visit: <https://web01.browardschools.com/sbbcpolicies/docs/P4009.000.pdf>

Administrator Evaluation

Relationship to the FPLS: The Florida Principal Leadership Standards are set forth in State Board of Education rule 6A-5.080 as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional learning systems, school leadership preparation programs, and educator certification requirements.

District Evaluation

Pursuant to F.S. § 1012.34, the purpose of district evaluation systems is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state. The District evaluation system is based upon sound educational principles and contemporary research and effective educational practices that support the continuous improvement of effective instruction and student learning growth.

Add-ons

Endorsements

Add-on Endorsements to instructional certificates such as Reading Endorsement, ESOL Endorsement, Gifted Endorsement are covered under this section.

The following are Florida Department of Education add-on certification programs for which the District has approved programs. Each program is developed and maintained by the responsible department in collaboration with Professional Development Standards and Support department. Registration for endorsement courses is through the District's Professional Learning Management System, LAB.

Code	Program/Department	Initial	Latest	Expires
338	ESOL Bilingual/ESOL http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/ESOL_AddOn.pdf	1994	2017	2022
339	Gifted Innovative Learning http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Gifted_AddOn.pdf	1984	2017	2022
488	Reading Literacy http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Reading_AddOn.pdf	2004	2020	2025
336	Athletic Coaching Applied Learning: Physical Education http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/_Athletic_Coaching_A dd-On_Endorsement.pdf	2010	2020	2025

For additional information in regards to add-on endorsements and certificate information view the Certification department site at: <https://www.browardschools.com/Page/40360>

Credentials, Micro-Credentials and Qualifications

Credentials, Micro-Credentials and Qualifications are defined by the district or state, have a specific target audience, focus on a group of related competencies, are evidence based, provide for multiple well-defined observable targets as evidence of mastery and may have an expiration date. Per Learning Forward and based on a study by The New Teacher Project (TNTP) titled *The Mirage: Confronting the Hard Truth about Our Quest for Teacher Development* in 2015. We know with greater clarity than ever before unless teacher development is shaped by individual teacher and student needs and are part of a coherent system of monitoring and support, educator practices won't

change. This study emphasizes the need to define professional learning in clear, observable, measurable terms to deepen teacher understanding of their current performance and progress toward desired outcomes. Additional information about The New Teacher Project study and results can be found here: <https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>

Per the Florida Department of Education, the District or Licensing Agency may institute a program resulting in credentials for those who complete all pre-set requirements. These programs require a specific learning plan with objectives tied to observable competencies, with appropriate formative and summative assessments for all competencies prior to the credential, micro-credential or qualification being awarded.

Micro-Credentials

The New Teacher Project (TNTP) research discovered that public schools invest heavily in teacher professional learning that has little or limited direct impact on teacher practice. BCPS intends to maximize fidelity of implementation and impact of professional learning through the implementation and development of micro-credentialing. According to research, micro-credentials are a competency-based form of professional learning and may include the following:

- Focus on specific, observable competencies that are directly tied to professional practices
- Research-based strategies and content
- Job-embedded and support ongoing and sustained professional learning and growth
- Application of newly learned skills to positively impact achievement
- Learning delivered and received through a variety of media
- Authentic implementation to maximize impact on professional practices and/or student learning
- Collaboration among learners
- Clearly defined performance tasks
- Structured to provide ongoing and sustained learning, monitoring and support
- Submission of evidence to demonstrate mastery of all learning objectives
- A variety of blended and online learning delivery models

Broward County Public School District is dedicated to meeting the needs of all employees and supporting educator and student success at all levels through the implementation of research-based best practices proven to enhance performance leading to improved student achievement. In alignment to current research and best practices, Professional Development Standards and Support developed a BCPS Professional Learning Facilitator Micro-credential. As of the 2017/2018 BCPS PL System implementation, all professional learning may be facilitated only by a BCPS Credentialed Professional Learning Facilitator.

As with all professional learning opportunities that award in-service, all micro-credential pilots or programs must have prior approval from the PDSS department in the Office of School Performance and Accountability prior to becoming available to learners.

BCPS DIGITAL BADGES FOR PROFESSIONAL LEARNING

A digital badge is a visual symbol of accomplishment. Learners can be awarded for any definable achievement and earned in many learning environments, games, or the workplace. An Open Badge is a specialized type of digital badge that contains verifiable metadata about achievements

according to a common data format, the Open Badges specification. Because they follow an open standard, recipients can combine badges from many different sources into common collections, and when they share them, these badges may be verified by any compatible system to ensure that they are trustworthy representations of the learner's accomplishment(s).

Digital badges are awarded in a variety of educational contexts across informal and formal learning. Badges aggregate and shed light on the interests, capabilities, and accomplishments of learners. Badges serve as steppingstones on learning pathways. Badges are organized in badge systems and learning pathways to represent valued skills and experiences.

Types of BCPS Digital Badges for Professional Learning/Training

Type of Badge	Reasons to Award	Minimum Badge Requirements
Accolades/Awards	Motivation, acknowledgment of completion	Image, Name, Description
Competency/Skills Mastery	Demonstration of proficiency or skill attainment	Image, Name, Description
Level of Attainment	Completion of one course within a series	Image, Name, Description, Earning Criteria
Micro-credential/Program Completion	Completion of a series of courses or tasks within a credential	Image, Name, Description, Earning Criteria

BRIDGES Observer Credential

In order to conduct observations that will count towards final evaluations in the Broward Instructional Growth and Evaluation System (BRIDGES), the observer must be “credentialed” in the evaluation system. The credentialing sessions provide training in the evaluation system’s content and demonstrate how observations are coded based on the Protocols and Rubrics. Observers must pass content and scoring assessments to earn the “credentialed” status.

Once the requirements have been met, the “BRIDGES Observer” Credential will be connected to the individual via the Professional Learning Transcript in Broward’s professional learning management system for a period to be determined.

Refresher courses may be required to maintain the credential and continue to enhance observation skills. Any potential observer who does not meet the qualifications will be afforded the opportunity for further Professional Learning until they do so.

The Employee Evaluations Department monitors observation data weekly to identify instructional/non-instructional educators in need of improving on teaching strategies. Observers in need of calibration and/or providing feedback to teachers based on observations are supported through monthly meetings and/or individual site visits.

Instructional Coach Credential

Through a thoughtful, research-based system of support and accountability, the SBBC Instructional Coach Development and Credentialing Initiative will foster a vibrant coaching community of practice based upon a common set of coaching practices that extends across content disciplines. Upon completion of this program, participating Instructional Coaches will receive “Coach Credentialing”. SBBC School-based Instructional Coaches (reading, literacy, mathematics, science, etc.) are school- based non-classroom teachers who support peers as their primary responsibility

through instructional mentoring and coaching. District-based Instructional Coaches are district-based coaches in a variety of roles (Induction Coaches, Peer Reviewers, Instructional Facilitators, Instructional Specialists and Staff Assistants).

The BCPS Instructional Coach Development and Credentialing Initiative is grounded in research-based strategies. Through shared learning and application of the Florida Standards, Instructional Coaches have the opportunity to increase their impact on the teaching and learning at their sites and contribute to the learning and growth of other coaches within a dynamic district-based network dedicated to improving teaching and learning.

The cornerstone of this initiative is professional learning. Broward Coach Credentialing is a transformative and comprehensive coaching program encompassing professional learning sessions and face-to-face support from Master Coaches. Broward Coach Credentialing includes both professional learning modules from the Department of Coaching and Induction as well as content-based instruction from the Office of Academics. To apply and deepen instructional coaching skills, coaches will provide support for two case study teachers. As a result of regular coaching practice and reflection, Instructional Coaches will gain insight into their own coaching. The impact of coaching practice will be captured through collaborative coaching rounds between Master Coaches and Instructional Coaches to determine areas of strength and continuing areas for growth. Instructional Coaches will develop a Coaching Data Project identifying a strategic, targeted goal and share evidence of ongoing analysis of student data, effective lesson planning with teachers, constructive feedback, and reflecting on practice.

The credentialing program and the content-specific coursework will train coaches to support teachers with standards-based instruction and analyze evidence of learning to drive practice and increase student achievement. Through professional learning, Instructional Coaches will engage with teachers to utilize and implement coaching processes and receiving peer feedback from Master Coaches. Through the blended learning model, Instructional Coaches will share understanding and application of practice engaging in face-to-face support and online discussions using the Canvas platform. Coaches will reflect on a variety of coaching practice data (e.g. student data, formative data on teacher practice, coaching observation data, and data from coaching interactions). This will allow the coaches to deepen their insights into teachers and students' needs. In addition, coaching rounds with Master Coaches are another key component of the credentialing program. Through structured, focused collaborative discussions, Instructional Coaches will receive feedback to transform their coaching practice.

The goal of the Instructional Coaches credentialing program is to maximize the effectiveness of all Instructional Coaches by providing enhanced and differentiated transformative coaching strategies to support teachers in relevant curriculum strategies and initiatives. Positive increased opportunities to provide meaningful relationships between teachers and coaches through adult learning theories and coaching approaches will be built through data-driven research-based practices. This coach-focused system of support's goal is to increase student achievement. The in-service activities coupled with follow-up support from Master Coaches accomplish district-level and school-level improvement goals and standards. The professional learning activities for Instructional Coaches focuses on analysis of school-wide student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management and parent involvement. The system of

follow-up for the Instructional Coaches through face-to-face collaboration with Master Coaches is designed to further support and continue to develop the Instructional Coaches' craft of coaching.

The Instructional Coach Credentialing Process is framed around these coaching experiences that provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance, but are not limited to:

1. Professional Learning
 - a. Participate in Instructional Coach professional learning
 - b. Attend all five modules of the Broward Coach Credentialing Program
 - i. Transformative Coaching Strategies
 - ii. Using Data to Transform Coaching Practice and Evidence of Learning
 - iii. Using Data to Drive Instruction and Social Emotional Learning
 - iv. Redline Coaching and Feedback
 - v. Social and Emotional Learning
2. Individual Professional Growth
 - a. Commit to growth, engage in goal setting, and reflection process
 - b. This process includes the analysis of school-wide student achievement data and reflection of coaching processes
3. Interactions with Case Study Teachers
 - a. Establish and maintain a trustful, confidential and non-evaluative relationship with Case Study Teachers to help develop their autonomy as professionals
 - b. Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons; provide opportunities for teachers to observe exemplary practice by arranging inter-site visitations; Facilitate understanding of standards and research-based instructional strategies to plan effective lessons that include rigorous activities and higher order questioning
 - c. Incorporate technology and analysis of data to advance both teacher learning and classroom practice
 - d. Analyze evidence of student learning to inform instruction and identify student successes and learning gaps in order to meet the needs of diverse learners
 - e. Promote collegiality and build community among teachers by providing professional learning
4. Documentation with Case Study Teachers
 - a. Engage in the Case Study Documentation process to include:
 - i. Coaching Data Project
 - ii. Guided Conversation with Administration
 - iii. Using Data to Transform Coaching Practice
 - iv. Evidence of Learning
 - v. Classroom Snapshot
 - vi. Coaching Conversation Feedback Reflection
5. Case Study Description
 - a. two case study teachers selected based on student achievement data and Guided Conversation with Administration
6. Outcome for Case Study Teachers
 - a. Assist Case Study Teachers in reflecting on and analyzing their practice
 - b. Gather evidence of student data, effective lesson planning, constructive

- feedback, and reflecting on practice
- 7. Narrative: End of the Year Case Study Growth Reflection
 - a. School-wide Data Analysis
 - b. Using Data to Transform Coaching Practice
 - c. Evidence of Learning
 - d. Classroom Snapshot
 - e. Coaching Conversation Feedback Reflection
 - f. Guided Conversation
- 8. Coaching Data Project
 - a. Identify an area of focus based on student achievement data
 - b. Identify case study teachers within that focus area
 - c. Devise a plan of improvement for area of focus
 - d. Implement action steps
 - e. Reflect on area of focus
- 9. On-going and Follow-up Support
 - a. Master Coach face-to-face support for all school and district-based Instructional Coaches
 - b. Professional learning community opportunities (Continued Coach Credentialing Forums) provided after the credentialing to further increase and develop the craft of Instructional Coaching
- 10. Continuous Evaluation of the Quality and Effectiveness of Professional learning
 - a. Mandatory completion of the District's Professional Learning Community training
 - b. Complete all required trainings within the Instructional Coaches' content area of expertise

Teacher to Coach Pre-Credentialing Program

The Teacher to Coach Pre-Credentialing Program designed to build a district cohort of a quality pool of prospective instructional coaching candidates that school administrators can select from to serve in various instructional coaching roles throughout the district. The program offers experienced teachers the opportunity to participate in professional learning to become an Instructional Coach. Using job-embedded coaching strategies, the Teacher to Coach Pre-Credentialing Program engages participants with research-based learning opportunities that communicate the roles and expectations of an Instructional Coach. Participants become part of a cohort of teacher leaders collaborating with experienced Credentialing Master Coaches to develop coaching skills and processes in a meaningful way to advance practice and increase student achievement.

Participants attend 5 professional learning modules facilitated by Credentialing Master Coaches. The blended professional learning introduces instructional coaching roles and coaching processes important to teacher advancement. Through collaboration, discussion, and reflection, participants learn to implement effective coaching strategies with teachers that will increase student achievement. Teachers enrolled in the Teacher to Coach Program utilize and apply the coaching protocols, develop their resume, as well as a coaching profile.

Teacher Induction for Effectiveness and Retention Program (T.I.E.R.)

The Teacher Induction for Effectiveness and Retention Program (T.I.E.R.) provides a school and district-based support system for new instructional staff to the profession. Through the T.I.E.R.

program, support is given to teachers, school counselors, social workers, family counselors, speech language pathologists, and physiologists. Each site assigns a T.I.E.R liaison who is responsible for working with their administrative team to ensure that these new staff members are assigned a mentor. Liaisons conduct an orientation, monthly meetings and oversee the mentor/mentee collaboration process. T.I.E.R liaisons and mentors attend ongoing informational sessions aimed at providing coaching strategies, best practices, and important information to better support the new instructional staff.

Certifications

Industry Certification

Within each Industry Certification, there are differences in the frequency with which teachers will need to recertify, based on program updates and Florida Department of Education (DOE) mandates. There are approximately 500 teachers at the middle and high school level that need to maintain Industry Certification. Every teacher within designated programs must obtain certification in the program area(s) they teach. Any courses involved in Industry Certification must meet all the requirements of the BCPS PL System for quality professional learning. The teachers complete the professional learning in their specific area(s) and take an end of course Industry Certification exam. Once certified they are confirmed to teach students who are eligible to take the Industry Certification exam. Completion records are maintained for five years in Broward’s professional learning management system. A list of such Industry Certifications can be found at http://www.fldoe.org/core/fileparse.php/8904/urlt/1516icfl_detailed.pdf.

BCPS Leadership

District Principal Preparation Certification

	District Program Status	Expires
District 06	Principal Preparation Program, formally known as the InternPrincipal Program (SBBC 4002.14). Upon completion of the program participants are eligible to receive Level 2 School Principal Certification.	April 9, 2023 - Program approved through April 9, 2023 as per communication from the Florida Department of Education dated April 9, 2019

Leadership Pipeline Continuum

The Broward County Public Schools Leadership Pipeline Continuum is designed to provide aspiring leaders and seated administrators with the support and learning needed to enhance their leadership skills and practices. Pipeline redesign efforts were implemented in 2012 based on work completed by a Race to The Top Committee. The committee consisted of Principals, District Personnel, College Professors, Directors, and Assistant Principals. Research from Reeves Dimensions of Leadership, the Florida School Leaders Assessment, and the Wallace Foundation were utilized to redesign the Pipeline criteria, application processes, and program components to best reflect contemporary research and trends in the leadership arena.

The goals of the leadership programs are to identify and strengthen leadership talent in current

positions, assist in building capacity for the participants' professional growth and prepare candidates for District succession planning. The pipeline model ranges from development to induction depending on the need of the cohort. Components of each program are rigorous and aligned with Florida Principal Leadership Standards and contemporary research on effective school leadership qualities. All programs contain job-embedded work, Professional Learning Team sessions, research-based professional learning and the sharing of effective practices from successful principals and District leaders. A seated administrator appropriate to each program mentors program participants. A brief summary of each program is below.

Leadership Experiences and Administrative Development (LEAD)

The pipeline continuum begins with teacher leaders who have achieved their Florida Department of Education certification in educational leadership and have successfully completed at least three years of teaching. Eligible teacher leaders apply through a competitive, multiple phase process, which includes the submission of an experiential resume, interviews, presentations, and on-demand wiring scenarios. This developmental program prepares the aspiring administrators for the instructional and operational requirements of becoming an effective Assistant Principal in Broward County. The professional learning is centered on the identification of personal strengths and growth goals and District identified needs all aligned to the Florida Principal Leadership Standards. Participants complete reflective job-embedded tasks at their work sites and are mentored by an effective Assistant Principals through level-specific professional learning communities. Other program components include a summer school assistant principal field experience, leadership readings and coursework and collaborative learning activities.

Representatives of the Department of Leadership Development along with the participants' mentor and principal monitor progress and provide guidance and support at quarterly Professional Learning Team meetings and throughout the program.

First Year Assistant Principal (FYAP)

During the first year as an Assistant Principal in Broward County, participants are supported through an induction program known as First Year Assistant Principal (FYAP). The FYAP program provides individual mentorship by experienced Assistant Principals and bi-monthly seminars focusing on the four domains of the Florida Principal Leadership Standards. Support visits and Professional Learning Team meetings help to personalize the learning for participants. Specific focus is on the Broward Assessment for School Administrators which is aligned to the effective leadership practices found in the Florida Principal Leadership Standards. Supportive areas of learning include but are not limited to interaction management, resolving conflict, employee and labor relations, data analysis to inform instruction and facilities and safety practices.

Principal Preparation Program (PPP)

Upon eligibility as per SBBC policy, Assistant Principals who have successfully completed three years in the position and meet district and state requirements are eligible to apply for the Principal Preparation Program. This program develops the skills and competencies of current Assistant Principals to the level of readiness for Florida Department of Education certification in the area of Principal K - 12. Through professional assessments, action research projects and an increased level of involvement in District initiatives, participants move outside the world of an Assistant Principal

to develop and demonstrate effective implementation of the Florida Principal Leadership Standards. Their Professional Learning Teams (PLT) who monitor their progress are comprised of the participant's site principal, a representative of Leadership Development, District Cadre Director, and an assigned principal mentor. In addition to serving as mentees, Principal Preparation Program participants are given an opportunity to demonstrate their ability to build capacity by earning mentor credentialing and serve as mentors for First Year Assistant Principals.

First Year Principal Program (FYP)

As a newly appointed principal, the First Year Principal Program supports participants through an induction model. The monthly cohort sessions provide the forum for participants to identify and share new challenges, resources, skills and experiences in a safe and supportive environment. Professional learning on instructional leadership continues as participants deepen their study and hone their skills in providing effective feedback and coaching to increase teaching capacity at their school sites. The collaboration with practicing principals, District leaders and the Office of School Performance and Accountability provides the strong structure needed to ensure success as a principal leader. Seated principals provide mentoring for the First Year Principals.

Principal Support Program

Novice principals are provided continued support beyond their first year in the role through this program, which provides individualized support focused on leadership in the context of their own schools. Leadership Development staff work personally and through an on-line playbook model to identify areas of growth and align resources and strategies to these needs. Participants work to enhance leadership skills and improve student achievement through data-based decision making.

Broward Director Internship Program (formerly Wallace Intern Director Program)

Through the Wallace Principal Supervisor Initiative (PSI) grant, SBBC has been able to provide yearlong district level field experiences for successful school-based principals. The program which provides chosen principals opportunities to develop their skills and competencies around providing feedback, coaching and facilitating learning for cadres of seated principals, as well as experiences working in other district departments. Although the grant has ended, this program has been sustained by the District due to its value in building capacity at many levels. Participants gain the perspective of leading initiatives at a higher level and are able to demonstrate their talents under the mentorship of seated district leaders.

District Leadership Preparation Program

This program aims to provide learning opportunities to district-based employees who aspire to advance into District leadership positions. Through professional learning aligned to the three pillars of the District's Strategic Plan - high-quality instruction, safe and supportive environments and effective communication, this one to two year program works to ensure that BCPS has well-qualified leaders at the district level offices who have the essential knowledge and skills necessary to serve the entire school system effectively. Professional learning topics include various areas of interaction management including working as a high performing team, building trust and resolving

conflict.

District Leadership Support Program

Newly appointed or novice District leaders participate in this induction program in order to maximize their impact and work to support the BCPS Strategic Plan. They meet quarterly in a cohort model to share best practices and learn from other leaders in the organizational areas of safety and security, preparing Board items, grant writing, budgeting, risk management, employee and labor relations, and maintaining a customer service focus. Other learning provided includes a leadership development retreat offered through higher education partner Florida International University and white belt certification in the business practices of Lean Six Sigma.

University Partnerships

An important component of the leadership pipeline is the partnership between the SBBC Department of Leadership Development and higher education partners. Partnerships with Florida Atlantic University (FAU), Florida International University, Barry University and Nova Southeastern University (NSU) have enhanced the continuum through collaboration of efforts. Higher education partnerships have strengthened the rigor of pipeline entry processes and demonstration of mastery for exit from programs by including SBBC leaders and Higher Education leaders on interview selection panels and review teams. Leadership coursework facilitated by university partners also enhances pipeline curriculum in several of the programs.

Current and aspiring leaders benefit from the collaboration of SBBC and Higher Education representatives' knowledge, experience and perspective.

PROPEL

A Race to the Top (RTTT) Grant funded partnership with Florida Atlantic University titled Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) initiated in 2012 added a new dimension to the partnership between FAU and SBBC. Subsequently supported by the Wallace University Principal Preparation initiative (UPPI) grant, in 2018 PROPEL workgroups consisting of

district administrators from Broward County, West Palm Beach County and Port St. Lucie County along with FAU professors have updated and revised course curriculum for the Master's Degree leading to educational leadership certification through the Florida Department of Education.

Current SBBC principals and District administrators are the instructors for the graduate courses and blend authentic work efforts with research and effective practices for a high-level job embedded experience for participants. All courses are in alignment with the Florida Principal Leadership Standards, the new Florida Educational Leadership Exam, and the SBBC LEAD Program.

The Leadership Pipeline is intended to prepare SBBC talent to continue on the path of high-quality teaching and learning. Through our partnerships with higher education and strong foundations of continuous improvement, the pipeline programs are continuously updated to reflect issues of need, current trends and contemporary research.

Professional Development Certification Program (PDCP): Alternative Certification for Educators (ACE)

Pursuant to HB 7069, Broward County Public Schools offers a an updated State approved Professional Development Certification Program professional learning certification and education competency program (PDCP) under F.S. §.1012.56(8)(a), F.S. to full time PreK-12 classroom District and Charter school teachers hired with a temporary teaching certificate. BCPS PDCP is the Alternative Certification for Educators (ACE) Program. ACE is a competency-based, online program of study that satisfies all of the education semester hours required on a teacher's Statement of Status of Eligibility issued by the Florida Department of Education. The goal of the ACE program is to retain teachers who did not graduate from a college of education by offering a high-quality program aligned to the Florida Educator Accomplished Practices (FEAPs).

ACE supports new teachers accepted in the program through a personalized mentorship and induction component that begins in the first year of the program and continues through completion. Selected ACE coaches and ACE mentors hold a valid professional teaching certificate, have a minimum of three (3) years of teaching experience, earned an effective or highly effective rating on the prior year's performance evaluation and have completed Clinical Educator Training. Participation in ongoing training is available through the District's Professional Learning System.

ACE participants have access to inservice activities through the BCPS' learning management system to meet individual needs based, in part, on their Growth Plan/Instructional Practice self- assessment results.

Successful completion of ACE Program results in the issuance of a five-year Professional Educator's Certificate. The following requirements must be met prior to the issuance of the Professional Educator's Certificate:

- Demonstrating mastery of FEAPs in the FDOE/PDCP Tracking System
- Passing scores on all Florida Teacher Certifications Examinations (FTCEs)
- Completion of the New Teacher Academy (NTA)
- Completion of Application of Research-based Literacy Practices **(All participants must complete Competency 1 and 2 of Reading Endorsement and for those participants seeking PreK-Primary/Elementary or ESE certification they must also complete Competency 3 and 4)**

Each ACE participant has the opportunity for four levels of support:

ACE Induction Coaches: Throughout the ACE program, full release Induction Coaches provide mentorship to teachers in the program beginning in their first year and throughout the program. Site visits may be scheduled individually and/or in a cohort learning session addressing the competency-based tasks and assignments that reflect the teachers' student population and school culture. A needs assessment is administered when the new teacher enters the ACE program, and this forms the basis for an individualized plan targeted to the teacher's needs and ongoing professional learning. ACE Induction Coaches are required to participate in the District's Instructional Coach Development and Credentialing Initiative and receive "Coach Credentialing."

ACE Assessors: Each participant is assigned a National Board-Certified Teacher or highly effective/effective teacher who has been trained to review, assess and provide feedback on tasks and assignments that are aligned to the Florida Educator Accomplished Practices (FEAPs). Assessors and ACE Induction Coaches work collaboratively as ACE participants complete a program portfolio demonstrating proficiency of the FEAP(s) that address the competency-based task.

T.I.E.R. Mentors: Newly hired teachers (traditional and alternatively certified) are supported in their first year of their employment by a school-based T.I.E.R (Teacher Induction for Effectiveness and Retention) mentor that provides an opportunity for mentoring and induction activities, reflection and follow-up discussions. T.I.E.R mentors provide opportunities for (a) weekly mentoring and induction activities; (b) common planning time, (c) ongoing opportunities to observe other teachers, (d) co-teaching and (e) reflection and follow-up discussions.

TIF 5 Coaches (Induction Coaches): Induction Coaches are full released mentors at TIF 5 schools that collaborate with Beginning Teachers weekly to make informed classroom instructional decisions based on research proven strategies, analysis of student work, feedback from coaches and reflection of practice based on classroom observation data. Coaches at the TIF 5 schools work with Beginning Teachers identifying professional goals and creating individual learning plans. The Coaches help Beginning Teachers analyze students' strengths and weaknesses in order to develop lesson plans designed to meet the academic needs of diverse learners. They also assist Beginning Teachers in creating classroom procedures, routines and classroom designs that support safe and engaging interactions with students.

Non-Instructional Programs, Certifications & Qualifications

Non-Instructional programs are designed to offer support and guidance to district and school-based personnel and provide opportunities for enhancement of job skills and competencies. The overall goals of non-instructional programs are to build capacity for retention and advancement, provide knowledge and skills to the BCPS workforce to ensure effective performance of responsibilities in current and future roles, and prepare the interested members of the workforce for leadership and/or advancement opportunities. Supporting development and enhancement of the workforce better equips individuals and teams to successfully perform in assigned roles. All programs are aligned to the District's Strategic Achievement Plan and align to the Refresh, Redesign, and Reduce Risk and Retain, Develop and Recruit initiatives. with emphasis on Professional Learning for All, Customer Service and Operational and Process Improvement to ultimately improve the effectiveness of the organization and services provided to all stakeholders.

Master Plans for Non-instructional Programs are aligned to the District's Strategic Plan and District Priorities. Each Master Plan outlines the purpose for the professional learning delivered under each plan, and generally focus on increasing employee effectiveness that results in achieving positive student and/or job performance outcomes. Program courses, activities, certifications, and qualifications are important measures of a Master Plan and are used to strengthen and inform an individual's personal and professional growth, along with the impact they have in helping the organization meet its performance targets and organizational objectives.

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

A complete listing of approved Master Plans can be accessed by visiting:

Schools of Excellence

Pursuant to 2017 legislative updates, HB 7069 establishes 1003.631 F.S., Schools of Excellence whereby instructional personnel employed at State designated Schools of Excellence may substitute one (1) school year of employment at a School of Excellence for twenty (20) inservice points, up to sixty (60) points total in a five-year cycle, toward the renewal of a Professional Certificate. Instructional personnel must work a minimum of ninety-nine (99) days to earn credit for one year of employment. Each certified individual employed at a designated School of Excellence will be awarded twenty (20) inservice points yearly, up to sixty (60) points, for every year that meets the qualifying parameters. Credit earned for teaching at a School of Excellence may be used only to satisfy general renewal credit. It cannot be used to satisfy credit for subject specialization or for teaching students with disabilities. During the year prior to expiration of the professional certificate, educators may select School of Excellence experience as a renewal method when they complete their renewal application. BCPS maintain local records of inservice points earned by their employees in SAP and the BCPS professional learning management system and verifies these records at the time of renewal through the educator certification system.

Mandated Training

There are times when the district is required, by statute, rule, or grant obligations, to provide specific training. This training may or may not be based on individual need and is part of the District's Master Plan for Compliance Training.

Appendices

- A. Professional Learning Systems Statutes and Rules That Impact District PI Systems
- B. Broward County Public Schools Master Inservice Plan
- C. Broward County Public Schools Professional Learning System Master Plan
- D. Senate Bill 1108 (2013)
- E. Memorandum of Understanding between the Broward Teachers Union and Broward County Public Schools Professional Learning Communities

APPENDIX A:

PROFESSIONAL LEARNING SYSTEMS STATUTES AND RULES THAT IMPACT DISTRICT PL SYSTEMS

The state legislature, as elected representatives of the people, give direction on educator professional learning systems thru state statutes. The State Board of Education, supported by the Department of Education, crafts rules to implement legislative intent.

Listed below are various state statutes and State Board of Education rules that inform the purpose, scope, and priorities for Florida's Professional Learning System;

Primary sources of purpose and direction:

F.S. §1012.98, School Community Professional Development Act

1012.986, F.S. William Cecil Golden Professional Development Program for School Leaders State Board of Education rule 6A-5.071: The Professional Learning Catalog

Additional sources of regulation and direction:

F.S. §1012.22(1)(i) ; Comprehensive program of staff development.—The district school board shall establish a comprehensive program of staff development that incorporates school improvement plans pursuant to s. 1001.42 and is aligned with principal leadership training pursuant to s. 1012.985 as a part of the plan

F.S. §1011.62 (3), INSERVICE EDUCATIONAL PERSONNEL TRAINING EXPENDITURE.—Of the amount computed in subsections (1) and (2), a percentage of the base student allocation per full-time equivalent student or other funds shall be expended for educational training programs as determined by the district school board as provided in s. 1012.98.

Chapters 6A-4 and 6A-5, F.A.C., of the State Board of Education.

- a) Implementation of school improvement plans for the current fiscal year pursuant to Section 1012.98, F.S.,
- b) Subject content areas as prescribed in Section 1012.98, F.S.,
- c) School reform and accountability pursuant to Sections 1000.03 and 1008.345, F.S.,
- d) Approved add-on certification programs pursuant to Section 1012.575, F.S.,
- e) The William Cecil Golden Professional Development Program for School Leaders, pursuant to Section 1012.986, F.S.

F.S. §1001.451, Regional consortium service organizations (includes staff development)

Rule 6A-1.0014, F.A.C., in accordance with Section 1008.385(2), F.S., DOE Information Data Base Requirements

F.S. §1012.585, and Rule 6A-4.0051, F.A.C., Renewal of a Professional Certificate based on completion of inservice points

State Board of Education Rules Impacting Professional Learning

Systems

- [Rule 6A-5.065, F.A.C. Educator Accomplished Practices](#)
- [Rule 6A-5.071, F.A.C. The Professional Learning Catalog](#)
- [Rule 6A-5.080, F.A.C. Florida Principal Leadership Standards](#)
- [Rule 6A-5.081, F.A.C. Approval of School Leadership Programs](#)
- [Section 1012.98, F.S. School Community Professional Development Act](#)
- [Section 1012.34, F.S. Personnel Evaluation Procedures and Criteria](#)

APPENDIX B:

BROWARD COUNTY PUBLIC SCHOOLS MASTER INSERVICE PLAN 2021 - 2022



Office of School Performance and Accountability

Dr. Valerie Wanza, Chief

Susan G. Leon, Director

Focus and Purpose of the BCPS PL Redesigned System

Focus

The Focus of the professional learning (PL) System is redirected toward supports for student outcomes aligned with the “life ready” vision of the state’s public-school education system. The School Community Professional Development Act, F.S. §1012.98, sets forth requirements for educational training programs with further requirements outlined in State Board of Education Rule 6A-5.071, F.A.C. The MIP shall be updated and approved by the district school boards on an annual basis by September 1 and written verification will be submitted annually to the Commissioner of Education by October 1st.

The Policy:

The Professional Learning System supports continuous improvement in the proficiency of individuals and schools in fidelity of implementation of priority initiatives and other major district systems that provide our students with a PreK-12 learning environment that results in life ready students:

- The PL System is the sum of the behaviors of individuals and collegial groups that deepen knowledge and skills supporting life ready outcomes for students and the organizational and resource supports provided by school and district leaders that coordinate and align professional learning with standards.
- For the district’s PL System to accomplish its purposes, the deliberate practice of educators, school and district leaders for continuous professional improvement must be coordinated and focused as a system of connected and interactive elements that result in actual improvements in student achievement on course requirements. This redeveloped PL System is designed to support “deliberate practice” and enable our educators to take effective professional actions, individually and with colleagues, to improve outcomes for students.
- Professional learning supported through the district’s PL System is to be aligned with the district’s vision for life ready students and support a PreK-12 learning environment in which instruction and learning is based on Florida Standards, sound research, collaboration, problem solving driven by analysis of multiple sources of student data, and culminating in increased student achievement.

Associated Practices:

1. Understanding the Standards Framework

All instructional and administrative personnel engage in individual and collegial effort to deepen understanding of the overall framework of student academic standards in the Florida State Standards (FSS).

2. Use of Course Requirements

Individual and collegial efforts of classroom teachers, their supervisors and instructional coaches, deepen understanding of the specific course requirement for courses/subjects taught. The baseline repertoire of effective educator practices includes mastery of the course requirements embedded in course descriptions to collaborate, plan, align, learn,

motivate, share (CPALMS) and use of those requirements in instructional design and lesson planning, instructional delivery and facilitation, and assessment.

3. Alignment, Connections, and Relationships

To deepen understanding of a cohesive system of professional learning, design of and engagement in professional learning includes individual and collegial practices that clarify the alignments, connections and relationships of the targets of professional learning to the mission of “life ready students.”

Purpose

The purpose of the system shall guide decisions and actions on organizational changes, resources allocations, and alignments of learning with priorities at all levels of the workforce.

The Policy:

The district’s PL System shall focus support for improved performance of individuals and schools on fidelity of implementation of priority initiatives and practices that are revealed by contemporary research to positively impact educator performance and student achievement.

Priority purposes for the PL System are established to guide decisions and actions at all levels of the workforce toward such fidelity. All these purposes are supported by the system. The specific capacities, deliverables and evaluation practices of the PL System that are supported with district resources are to be aligned with one or more of these purposes:

- Enabling the workforce to function as a learning organization with support of a cohesive professional learning culture within the district and in each school;
- Developing and maintaining a workforce that enables students to become life ready through a system in which instruction and learning is based on collaboration and problem solving driven by multiple sources of student and performance data;
- Increasing student achievement through proficiently providing sound research-based classroom instructional strategies and school leadership strategies that promote rigor and relevance through standards-based instruction
- Supporting “deliberate practice” as a primary process for developing workforce expertise and recruiting and professionally developing educators and leaders; and
- Fidelity of implementation of statutes, State Board of Education (SBE) rules, and District and State initiatives related to student growth, educator proficiency and professional learning.

Associated Practices:

1. Professional Responsibility – Understanding purposes of professional learning, school and District Leaders engage the workforce in constructive conversations about the terms, concepts, contemporary research and standards related to the purposes of the PL system.
2. Learning Organizations – Practices at the school and District level are to be designed and implemented to support schools and the District in functioning as learning organizations with a professional learning organization focused on continuous improvement of workforce proficiencies that impact student achievement and development of professional learning cultures.

3. **Allocating Responsibilities** – School and District leaders are responsible for engaging the workforce in implementing the purposes of the PL System through collegial, collaborative and coordinated responsibilities distributed across all levels of the workforce. The District and schools are to be purposefully organized to distribute professional learning functions and responsibilities broadly across the workforce.
4. **Actual Improvement Related to Purposes** – The PL System must respond to rising expectations for students and educator performance with continuous improvement in professional learning that results in actual improvements in instructional and/or in leadership performance. The time, effort and resources expended in implementing the PL System are to support the purposes of the system. Participants’ learning must lead to implementation on the job. School and District leaders are to sustain or expand supports for professional learning that results in actual improvement and discontinue or modify supports that do not have an acceptable impact on performance and student achievement or for which the design or implementation does not enable assessing impact.

The Priority Shifts, Capacities and Deliverables of the BCPS Redesigned PL System

Priority Shifts

The stages of redevelopment focus on building an improved foundation that supports practices aligned with the changing expectations for student achievement, instructional and leadership practices, and cohesive professional learning processes.

The Policy:

Redevelopment of the PL System shall be initiated with continuous redevelopment of a foundation that supports workforce understanding of the paradigm shifts on expectations for student achievement, instructional and leadership practices, and professional learning. Priority responsibilities for district and school leaders for managing the transition from the prior PL System to the new PL System are designing and implementing organizational changes that result in:

- A substantially expanded school-based focus on faculty and leadership development;
- Transition from an emphasis on professional learning deliverables focused on “trainings” that impart information to collegial school-based “development” processes that support productive changes in practices and improved student performance;
- Focusing professional learning on deep understanding of the performance expectations state standards
- Marrying the Florida State Standards to effective pedagogical practices proven to impact teacher practice and increase student proficiency levels
- Developing supportive and collaborative professional learning cultures in every school
- Developing and sustaining a cohesive system of professional learning opportunities for instructional personnel, school and District leaders; and
- Developing supportive professional learning cultures in every school; and
- Components of the Master Inservice Plan, which align to and support the work of collegial learning teams and the deliberate practice growth actions of individual educators and leaders resulting in highly effective performance levels

District and school administrators shall engage the workforce in the identification and resolution of barriers to implementing these priority shifts in the foundations of the PL System and the policies and practices associated with the new ways of accomplishing continuous professional learning and the other responsibilities associated with professional learning.

Associated Practices:

1. School-based Focus

School and district leaders engage in selection, design and/or delivery of the deliverables of the PL System and shift the priority focus of their work from providing knowledge transmission events held off school sites to design and delivery of arrays of collegial processes and practices that facilitate fidelity of implementation of research based pedagogical practices and support the intended targeted learning at the classroom or school site.

2. Emphasis on Development

District resource supports for professional learning deliverables shift from “training” events focused on knowledge transmission to development process focused on facilitating actual changes in instructional practices in classrooms and schools.

3. Standards-based Focus

Professional learning supported by district resources and implemented at school sites are aligned to and support mastery of standards and state and district initiatives leading to “life ready” students.

4. Professional Learning Cultures

School administrators support implementation of the essential elements of a learning organization by employing faculty and leadership development practices to build and sustain professional learning cultures at each school with a focus on deliberate practices.

5. Master-Inservice Plan Priorities

Master Inservice Plan components are provided to recognize and support the work of Professional Learning Communities, Lesson Studies, professional study groups and the deliberate practice growth actions of individual educators and leaders that result in highly effective performance levels. Components are designed to meet the needs identified through evaluations systems and individual growth plans.

Capacities

Capacities are defined as the nature, management, and development of the knowledge and skills required to accomplish the purposes of the system.

The Policy:

The primary capacities applied to implement the PL System are:

- Knowledge, skills and expertise of the district’s human resources;
- Effort expended by individuals, collegial teams, and school and district leaders on:
 - Personal mastery of essential instructional and leadership practices;
 - Examining paradigm shifts and mental models that support understanding a shared vision of one educational system supporting success for all students;
 - Workforce relationships that coordinate learning experiences of the students PreK-12; and
 - Understanding systemic connections of initiatives, pedagogy and standards.

Leaderships’ decision-making processes on:

- Resources available for professional learning (e.g., fiscal, technical, material)
- Uses of time, ideas, organizational structures and collegial processes that support a learning organization and school-based learning cultures; and
- Relationships for collaboration with others in the statewide system of professional learning.

These “capacities” are employed through implementing the professional responsibilities for continuous improvement embedded in the Florida Educator Accomplished Practices, the Florida Principal Leadership Standards, the Florida Protocol Standards for Professional learning, and the Code of Ethics of the Education Profession in Florida. Applying these capacities to generate high quality professional learning is to be supported through deliberate practice guided by feedback and support on relevant practices embedded in the district’s personnel evaluation system and data-based needs assessments.

Associated practices:

1. Capacity Management

The capacities that enable implementation of the PL System are embedded in the behaviors of professional educators and the decision-making of school and district leaders on uses of fiscal, technical, and material resources. Effective management of the human and resource capacities by school and district leaders requires distribution of responsibility, alignment of professional learning with district priorities, strategic resourcing to maximize the impact of time and resources, supporting engagement with professional learning content and methods, and responding to results data about the impact of the PL System with course corrections and continuous improvement processes.

2. Focusing Capacities on Priority Targets

Capacities are not unlimited. Prioritization is necessary to focus the application of existing capacities and development of new capacities. To support purposes of professional learning, the following are priorities for application of our capacities:

- a. Focusing professional learning on instructional improvement and student achievement;
- b. Purposefully connecting the pedagogy with the standards for teachers;
- c. Aligning PL systems to the Professional learning Protocols and the Learning Forward Professional Learning Standards of Practice;
- d. Analyzing needs assessment data;
- e. School leaders supporting school-based professional learning
- f. Supporting a professional learning culture at each school; and
- g. Monitoring and mitigating barriers to improvement.

3. Restructuring and Reorganizing for Capacity Development

Development of new capacities shall be a focused strategic planning and problem-solving processes to improve accomplishing the purposes of the district's PL system. Restructuring the use of existing resources and workforce work routines shall be an ongoing capacity development focus. In support of this need to restructure, the following priorities in capacity development will support continuous progress toward:

- a. Maximizing schools to adjust school-day schedules to provide time for impactful professional learning and collaboration among teachers, between teachers and their administrators, and among administrators,
- b. Enabling schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their administrators, and among administrators,
- c. Providing a technology infrastructure, programs and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration;
- d. Tapping the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise;
- e. Embedding days within the educators' work year and/or expanding educators' work year.
- f. Capacities for engaging educators in in sharing expertise and problem-solving focused on professional learning relevant to student needs.
- g. Expanding on practices and resources relevant to enabling students to master state-adopted standards and be life ready.
- h. Participation in statewide resources sharing processes available through department of education supported websites.

The capacity of staff development leaders to continuously improve their work through and support for PL system the ongoing evaluation of staff development's effectiveness in achieving school system and school goals for student learning.

Deliverables

Deliverables will shift in the focus, design, and implementation of the PL System to be observable and/or actionable, subject to quality control, priority subjects for monitoring and evaluation, and

aligned with the priority purposes of the PL System.

The Policy:

Professional learning deliverables are to be observable and/or actionable, subject to quality control, prioritize monitoring and evaluation, and aligned with the priority purposes of the PL system. Deliverables shall result from focusing capacities on the purposes of the PL system. Such deliverables consist of deliberately planned, coherent, and coordinated actions and supports designed to: develop district educators' knowledge, attitudes, skills, aspirations and practices that are revealed by contemporary research as likely to improve student achievement when done correctly and in appropriate circumstances; and to deepen and support staff's proficiency at implementing job responsibilities.

Deliverables of the PL System include individual and collegial learning processes, events, workshops, courses, conferences, modules, plans, data sources and analyses, digital resources and technology-based processes, collaborations, coordinated programs with multiple elements, and organizational structures that facilitate learning through development and/or training. To support a professional learning culture conducive to educator growth, effective implementation of deliverables shall address these aligned functions:

- A planning process that employs research-based models for professional learning;
- Delivery embedded with characteristics of high-quality professional learning; and
- Follow-up that facilitates effective implementation and evaluation of the targeted learning.

The deliverables of the PL System are funded through a variety of sources. Some deliverables are funded directly as professional learning expenditures. Other deliverables are funded through other fiscal resources and/or embedded in workday routines of the professional educators. Analyses of the sufficiency and focus of professional learning deliverables in supporting the purposes of the PL System shall address all deliverables regardless of funding sources.

Associated Practices:

Implemented primarily at the School Level:

1. Improvement Planning.

The development and use of individual and school improvement plans are to be based on needs assessments that consider student learning needs and the growth needs of educators and leaders that improve their capacity to meet student learning needs.

2. Building a Professional Learning Culture.

The deliverables of the PL System are used to support building and sustaining a collaborative professional learning culture at all school sites.

Implemented at the School and District Levels

1. Aligning Deliverables with Policies and Purposes

Employees of the district, consultants, and contactors participating in design, delivery,

implementation, or evaluation of deliverables of the PL System shall implement their responsibilities in a manner consistent with the district's PL policies and the purposes of professional learning. Prior approval will be required for all Professional Learning Providers from outside the organization.

2. Key Personnel in Professional learning

Distributive Leadership. A comprehensive and collaborative PL System requires active engagement at many levels and forms of leadership. Key personnel in the ongoing implementation of policies and associated practices of the PL System are:

- a. District Leaders responsible for operations supporting life ready student outcomes;
- b. District Professional learning Staff;
- c. Principals and school leadership teams;
- d. Collegial team learning leaders;
- e. Facilitators and developers, and
- f. Trainers and presenters.

3. Research-based Professional learning Models

Deliverables intended to go beyond a training function and support development of participants on issues related to the Florida Educator Accomplished Practices (FEAPs) or Florida Principal Leadership Standards (FPLS) shall be implemented using a research-based model for professional learning and incorporate characteristics revealed by contemporary research as highquality professional learning.

4. Priority Areas for Professional Learning Deliverables

Professional learning deliverables shall support standards-based instruction and fidelity of implementation of initiatives, alignment to professional learning standards, and processes that support quality instruction and leadership. Those with responsibilities for design and/or delivery of such deliverables shall include components that support Subject Matter Expertise and Methodology Expertise. Such deliverables will support participant's fidelity of implementation on:

- a. Research-based practices related to student learning success
- b. Collegial and team learning processes
- c. Needs based deliberate practice

5. Leadership Development

As the role of the school leader (the principal in particular) is a major element in the quality of educational services provided by the district, the PL System shall provide on-going support to leadership development with an emphasis on proficiencies that support student achievement of standard proficiency, instructional leadership and faculty development.

6. Educator Preparation Programs

The district shall provide supports for beginning and aspiring teachers (interns) consistent with state requirements and provide:

- a. Beginning teacher supports for the first two years of teaching consistent with Department of Education standards, including use of course description, lesson design and use of student data for a multi-tiered system of supports (MTSS), understanding the evaluation system, mentoring and observation of effective teachers, and feedback on use of the Florida Educator Accomplished Practices (FEAPs), a core of effective practices.
- b. Clinical Educator Training (CET) aligned to the state model for educators who provide support to interns; and, Professional Educator Competency components to support progress toward a professional certificate.

7. Data Deliverables

Data and uses of data are deliverables of the PL system. Data analyses are to be used to track student progress, identify student learning needs, guide lesson design, planning and adjustment, and generate professional learning growth targets. Collecting and analyzing data are recurring issues for training and development.

8. Online and Digital Professional Learning Resources

As the students, teachers, schools and district leaders need to be proficient in the use of technology resources that support learning, the PL System will support the use of technology resources and participation in state and regional initiatives for Florida educators and school districts to share professional learning resources through online repositories of professional learning content.

9. Compliance with Statutes and Rules

Professional Learning System deliverables, and other school and district actions as needed, shall be provided to comply with requirements of statutes, state board rules, and applicable grant requirements.

Implemented primarily at the District Level

1. Deliverables Aligned with Needs Assessments.

The majority of the district's professional learning expenditures will focus on deliverables that address issues related to needs assessments. The district's supported needs assessment processes focus on issues that align with student and educator learning needs and fidelity of implementation of state and district initiatives promoting life ready students.

- a. Deepening teacher mastery of content of state academic standards: Florida State Statutes (FSS) and Next Generation Sunshine State Standards (NGSSS) Standards-based instruction
- b. Evaluation system: Using rubrics and feedback from evaluation processes to guide professional learning
- c. Data collection and analysis to assess student needs and track progress of mastery on state standards

- d. Deliberate Practice (to include Florida Continuous Improvement Model (FCIM), needs assessment competencies and improvement planning, collegial team learning processes), and
- e. Core proficiencies regarding multi-tiered system of support, classroom management, parent relations, and school safety.

2. Coordinated Arrays of Professional learning Supports

Instructional and leadership improvement initiatives of the district shall be supported by a coordinated array or cluster of deliverables focused on support for fidelity of implementation of the specific initiative.

3. Deliverables Aligning Personnel Evaluation and Professional learning

Personnel evaluation and professional learning are coordinated systems. The PL System shall be employed to:

- a. Train evaluators in the use of the evaluation systems;
- b. Support deliberate practice improvement in proficiencies aligned to evaluation indicators;
- c. Provide temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- d. Provide specific professional learning programs to support prescriptions for teachers, managers, and administrative personnel evaluated as unsatisfactory.

4. “Coaching for Improvement” Support System

Goals for continuous improvement of student success are supported by a “coaching for improvement” program for instructional coaches and school administrators that incorporates development processes for coaching subject matter content, methodology, collegial learning, and instructional planning and preparation.

5. Training and Development of Non-instructional Personnel

Training and development of non-instructional personnel focuses on understanding of and proficiency at quality implementation of job responsibilities, acquisition of industry certifications that align with district needs, and preparation that supports a quality-learning environment for students.

The Evaluation Practices of the BCPS Redesigned PL System

This policy identifies the focus and significance of evaluation of fidelity of implementation and evaluation of impact of the PL System and priority evaluation practices to be employed.

The Policy:

The district shall develop the capacity of the workforce to support PL System evaluation practices that meet the Florida protocol standards on evaluating professional learning and develop and maintain a cohesive and impactful system of professional learning focused on improving instructional practices and student mastery of state standards. Evaluation practices are to be

employed to form judgments on whether to:

- Sustain, realign, or develop capacities supporting implementation of the PL System;
- Retain, adjust or reorganize school and district operations or practices that impact accomplishing the purposes of the PL System; or
- Continue, modify or discontinue the various deliverables of the PL System based on evidence of effectiveness.

Monitoring Implementation and Effectiveness: To support reflection and quality judgments at the educator, school, and district levels, evaluation practices on these issues are a priority:

- Monitoring progress on fidelity of implementation of the system and deliverables;
- Monitoring progress on impact of professional learning deliverables offered by the system
- Monitoring progress on the spread of improvements in practice;
- Collaborative feedback practices at educator, school, and district levels that generate and guide ongoing adjustments to the system and its deliverables; and
- Formal evaluation frameworks to measure impact of professional learning on educator practices and student achievement.

Evaluation by Design: The planning and design of deliverables of the PL System shall include:

- Processes for evaluation of fidelity of implementation of the deliverable,
- Fidelity of subsequent implementation of the professional learning on the job,
- Impact on participants' practices and student achievement. Issues to be routinely considered in such planning and design of evaluation processes are evaluability, appropriateness, practicality, and relevance of the evaluation process(es) to the purposes of evaluation of professional learning.

Collaborative Feedback: The district shall ensure that the participants in professional learning are a primary source of evaluation data by enabling collaborative feedback and constructive conversations by participants and their workplace supervisors regarding the quality and effectiveness of the PL System, its deliverables, how participants use the practices that are the focus of professional learning, and how those practices are affecting student learning. The collaborative feedback aspect of evaluation is a district and school- level function.

Formal Evaluation Frameworks: The district shall develop and implement research-based frameworks that guide the scope, structure, and focus of evaluation processes implemented at the school and district levels. Frameworks shall be developed and implemented for:

- Monitoring, evaluating and adjusting professional learning and its deliverables;
- Evaluation of the PL System; and
- Evaluation of the district's processes for managing change by alignment of professional learning, personnel evaluation, standards-based instruction, and student assessment systems of professional learning, personnel evaluation, standards-based instruction, and student assessment systems.

Associated Practices:

1. Professional learning Monitoring Team

The district's PL System shall be monitored by a Professional Learning Monitoring Team appointed by the superintendent and implemented by district and school-level leadership under direction of the superintendent or designee. The team shall be responsible for monitoring the alignment, implementation, evaluation and quality of the PL System in regard to:

- a. Engagement and alignment with the statewide system of professional learning
- b. Annual reports on targeted aspects of the PL System
- c. Adequacy of resource support for the PL System
- d. Effectiveness of professional learning deliverables that focus on "development" processes facilitating actual changes in instructional practices in classrooms and schools that positively impact student learning and mastery of life ready outcomes.
- e. Validating the adequacy of professional learning awarding inservice

Professional Learning Monitoring Team tracks trends from year to year regarding funding, time, and organizational supports and makes recommendations regarding organizational changes and allocation of funds and resources to continuously strengthen the PL System's capacity to meet protocol standards and instructional needs impacting student performance. They do so by:

- a. Reviewing and ensuring the alignment of professional learning and personnel evaluation systems
- b. Reviewing policy review and revision processes, and
- c. Analyzing evaluation and performance data and generating a district recommendation for continuation, modification, or cessation of the targeted professional learning for the following school year.

The district's professional learning monitoring team shall be engaged in implementing the district PL System to utilize the state's protocol standards for effective professional learning.

2. Evaluation of impact of professional learning on Performance Improvements

The PL System shall include evaluation of the impact of professional learning supports for needs assessments and improvement planning, instructional practices and subject matter expertise, leadership practices, collaborative and collegial practices, student learning, major district and state initiatives, and decision-making processes.

Implemented by school and district leaders

1. Distribution of Responsibility for Evaluation of Professional Learning

Effective management of the available human and other resource capacities by school and district leaders requires distribution of responsibility. Supports and responsibility for evaluation of professional learning are to be distributed throughout the workforce. Distributive leadership, as discussed in Key Personnel in Professional learning, for evaluation of professional learning involves both distribution of leadership responsibilities at school and district levels, but also requires that routines are established for leaders at all levels to communicate with each other on a regular basis. The collaborative feedback aspects of such evaluations are primarily a school-level function and formal evaluation frameworks are primarily a district function.

2. As part of constructive conversations in the purposes of the PL System, school and district leaders engage the workforce in implementing the purposes of the PL System through distribution of collegial, collaborative, and coordinated responsibilities across all levels of the workforce. Assigning faculty with responsibilities for monitoring implementation of learning is essential for school leader engagement and support for in faculty development.
3. A comprehensive and collaborative PL System requires active engagement at many levels and forms of leadership. Key personnel in the ongoing implementation of policies and associated practices of the PL System are:
 - a. District leaders responsible for operations supporting life ready student outcomes;
 - b. District professional learning staff;
 - c. Principals and school leadership teams, including teacher leaders;
 - d. Collegial team learning leaders;
 - e. Facilitators and developers, and
 - f. Trainers and presenters.

Implemented by participants and supported by their supervisors

1. Individual Responsibilities on Alignment and Impact in accordance with the professional responsibility to understand the purposes of professional learning carries with it an expectation that participants will change their practices in ways that benefit student achievement and support a school culture of professional learning and collaboration.
2. Participants in professional learning and their supervisors provide feedback and engage in constructive conversations on the alignment and impact of the learning with applicable standards and purposes. To adequately assess alignment and impact, measurable outcomes and performance indicators must be established based on evidenced-based practices using various data sources.

Implemented by school leaders

1. Collaborative Feedback

Collegial Processes that Engage the Entire Workforce: School leaders create opportunities within the schools to engage faculty in constructive conversations about professional learning. These conversations and other informal data collection processes are used to provide information on the usefulness, perceived quality and level of impact of professional learning. This is accomplished through:

- a. Processes at school site to monitor the implementation of professional learning based on the principles of lesson study, collaborative inquiry and continuous analysis of various data sources.
- b. Formal data collection and analysis to capture the impact of collegial processes on educator practice and student achievement.

Implemented by school and district leaders

1. Professional Learning Culture in the Schools

An aspect of the professional learning culture in schools is collaborative learning and feedback. Results monitoring of professional learning in the district provides all participants in professional learning processes and events, and school and district leaders, opportunities for reflection on the impact of professional learning. Learning cultures allow sharing perceptions about professional learning supports with colleagues, schools and district leaders.

To achieve fidelity of implementation and desired impacts of professional learning at the schoolsite, how professional learning is perceived, received, and acted upon is important:

- a. School administrators support the professional learning cultures at each school by employing faculty and leadership development practices to build and sustain the implementation of deliberate practice;
- b. High quality school and district operations implement practices that are designed to support the schools in functioning as learning organizations. Life ready students result from focusing the essential elements of a learning organization on continuous improvement of workforce proficiencies that impact student achievement;
- c. School and district leaders and their leadership teams are the primary architects of professional learning cultures.

2. Reflection and Collegial Sharing

Both district and school staff utilize the monitoring and evaluation information on professional learning on a continuous basis to make changes to the design, delivery, support, or implementation of professional learning during the course of a school year:

- a. Managing the quality of deliverables requires that they be observable, subject to quality control, and priority subjects for system monitoring and evaluation;
- b. To support a professional learning culture conducive to educator growth, effective implementation of deliverables shall address monitoring and evaluation related to fidelity of implementation and impact on student learning;
- c. District and school staff review the course appraisal summary report which includes data on implementation of the PLC and data on the impact of the work of the PLC on teacher practice and student achievement; and
- d. Vision Checks: Sharing perceptions about Essential Questions on the current reality
 - i. Principals shall implement processes at the school site
 - ii. District staff, school principals and teachers meet in relation to district processes

Each school principal shall implement processes at the school site that engage faculty, staff and school administrators in collegial discussion of actual and needed practices. Discussions to align actual practice with the shared vision address needs assessments; feedback on work proficiency; decision making on professional learning; and aligning professional learning and work to the purposes of professional learning, the protocols, fidelity of implementation of initiatives and impact on student performance and achievement. District staff and school principals shall engage in collegial discussion of these issues as they apply to district processes.

Implemented by District Leaders

1. Formal evaluation frameworks are primarily a district function. The district shall develop and implement research-based frameworks that guide the scope, structure, and focus of evaluation processes implemented at the school and district levels. Evaluation frameworks shall be developed and implemented for:
 - a. Monitoring fidelity, impact, and capacity to make adjustments;
 - b. Evaluation of the PL System under the Florida Professional Learning System Evaluation Protocol Standards; and
 - c. Evaluation of the district's processes for alignment of professional learning, personnel evaluation, standards-based instruction, data, and student assessment systems.
2. To support reflection and quality judgments at the educator, school and district levels, formal evaluation frameworks to measure impact of professional learning on educator practices and student achievement are essential.

Implemented by Professional Developers and Implementers

1. Design Focus on Evaluating Impact

All professional learning must be designed to articulate the link between student learning and professional learning and how to implement the associated theory of change; and then its effectiveness can be tied to specific teacher and student learning outcomes.

The planning and design of the PL System shall include processes for evaluation of fidelity of implementation of the system deliverables, fidelity of subsequent implementation by educators of the professional learning on the job, and impact on participants' practices and student achievement. Issues to be routinely considered in such planning and design of evaluation processes are practicality, capacity for fidelity and relevance of the evaluation process to the purposes of evaluation of professional learning.

An evaluation element is included in the design of all district-supported deliverables that generates collaborative feedback from participants and their supervisors on the impact of the deliverables on practices in the schools or classrooms. Practices for monitoring and evaluating the PL System are intended to shift the paradigm on evaluation to a participatory and collaborative approach that is consistent with Florida's Professional Learning System Evaluation Protocol Standards.

Where the purposes of professional learning are not being achieved, the system must provide for discontinuing or modifying supports that do not have an acceptable impact or for which the design or implementation does not enable assessing impact.

Implemented by the designers and developers of support for evaluation processes and tools

1. Evaluability Assessments

Monitoring and formal evaluation processes shall address issues of practicality and relevance, as well as answering the question, “Can we evaluate this professional learning?” Investments of time and resources for collecting and analyzing formal evaluation data will be preceded by an assessment of whether an evaluation is worth doing. Factors to consider include:

- a. Whether the goals, objectives, and important impacts of the deliverable to be evaluated are well defined and clearly understood by those who will design and implement the evaluation;
- b. Whether the goals and objectives of the deliverable are plausible? For example, is there a reasonable expectation that the desired impacts can occur;
- c. What are the appropriate and relevant data that can be collected;
- d. How will required evaluation activities be implemented;
- e. Is the evaluation likely to produce useful information; and
- f. Is the intended use of evaluation results clearly defined?

In the process of determining whether the professional learning can be evaluated, the district should also reflect on whether the professional learning is worth implementing based on issues of purpose, relevance and capacity not only of the evaluation but also of the learning itself.

Implemented by district leaders

1. A Framework for Evaluation of Professional Learning

Formal data collection and analysis, along with informal reflection and perception input, shall provide one basis for evaluation of professional learning. The evaluation process shall employ a framework to focus on priority issues. The district’s framework for evaluating professional learning is designed to measure fidelity of implementation and impact on workforce performance and student achievement.

2. Evaluation of Fidelity of Implementation

Each professional learning deliverable must be implemented with fidelity and includes sufficiently clear information about what it takes to implement the targeted professional learning in the classroom or school. The evaluation of fidelity will address the extent to which the professional learning was implemented as designed. The evaluation plans for specific professional learning deliverables shall include details about how and when data will be collected to assess the quality and fidelity of implementation.

The Role of the Master Inservice Plan in the BCPS Redesigned PL System

This is a policy that clarifies the role of the Master Inservice Plan as a supporting element in the PL System.

The Policy:

It is the policy of the district that the district shall develop and maintain a Master Inservice Plan for all instructional employees based on state adopted standards for high quality professional learning as required under F.S. § 1012.98, and SBE Rule 6A-5.071. The Master Inservice Plan, a major supporting element in the district’s PL System, will provide the workforce opportunities to use

successful professional learning on district and school instructional improvement initiatives for certification purposes consistent with state statutes and State Board of Education rules.

Resource allocations for MIP components shall give priority to those aligned to state and district initiatives related to student achievement and high-effect size practices included in evaluation systems and include participant implementation of the targeted learning.

Associated Practices:

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.
2. Aligned Arrays of Components - In further support of statewide goals for school improvement, the MIP includes arrays of aligned components that, in their aggregate, support educator development on the following issues:
 - a. Florida State Standards (FSS), Next Generation Sunshine State Standards (NGSSS), and Career and Technical Education Standards;
 - b. Instructional practices for special populations (e.g., Exceptional Student Education, English Language Learners);
 - c. Data Access;
 - d. Differentiated Instruction, including Multi-Tiered Support Standards (MTSS);
 - e. Florida Educator Accomplished Practices (FEAPs);
 - f. Florida Principal Leadership Standards (FPLS);
 - g. High effect/probability size instructional and leadership strategies addressed in the district's evaluation systems;
 - h. Low-achieving schools;
 - i. Peer and mentor teachers and instructional coaches;
 - j. Professional Learning System Evaluation Protocol Standards;
 - k. Technology-supported learning;
 - l. Science, Technology, Engineering and Mathematics (STEM), and
 - m. Social emotional learning standards
 - n. Equity and access in education
3. Amendments to the MIP - Any component developed after the annual approval of the MIP may be submitted for school board approval as an amendment to the MIP.
4. Streamlining the MIP - 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.
5. DOE Information Data Base Requirements - Professional learning data required for inclusion in the DOE Information Data Base Requirements (state survey data) shall be collected, verified, and reported in a timely manner. The Office of Talent Development shall be involved in the review of the data collection processes and in review of the accuracy of data collected prior to submission to the state.

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

APPENDIX C:

Master Plan

Broward County Public Schools

Professional Learning System 2021

Chief: Dr. Valerie Wanza, Chief, Office of School Performance and Accountability

Lead: Susan Leon, Director, Professional Development Standards & Support

Course Group Number: 390000777

2020-2021 BCPS Professional Learning System Needs Assessment Report

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

Professional Learning Survey

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

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

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

The PL Survey received responses from 5,919 out of approximately 27,105 full-time staff, for an overall response rate of 21.8 % (margin of error $\pm 1\%$). The number of responses increased 5% over 2020 and a 20% increase over 2019, when there were 4,565 and 3,982 responses respectively. In previous years respondents selected one of four personnel areas. This year respondents were asked to select one of five personnel areas. After identifying one of the five personnel areas, respondents went on to answer questions pertinent to staff in each area: Instructional Staff, Education Support Professional (Teacher's Aide or ESP), Non-Instructional Staff, School Administrators or District Administrators and Staff. In previous years Teachers' Aides and ESPs were categorized as non-instructional staff. This year these positions been identified as an individual group (Education Support Professional) and their questions are aligned with the instructional staff due to their job duties and learning needs. Respondents' roles are summarized in Table 1, below.

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

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

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

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

Table 2. Responses and Response Rate by Location Type

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

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

Survey Responses from Instructional Staff

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

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

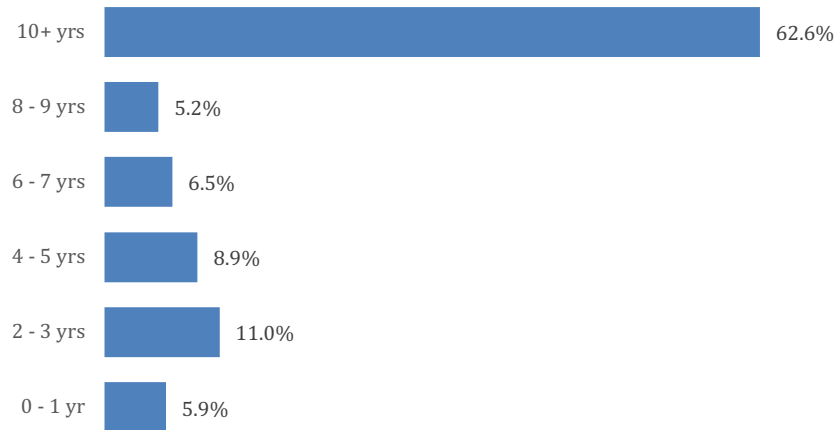
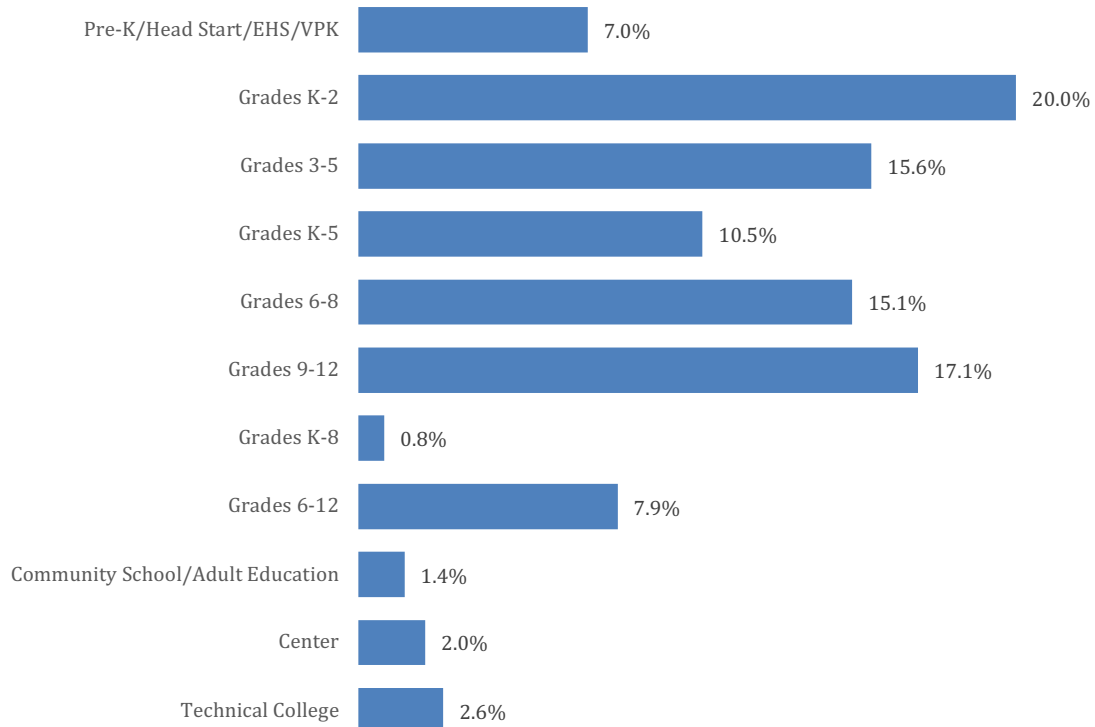


Figure 2 below provides detail on the grade level taught by instructional staff during school year 2020-2021.

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

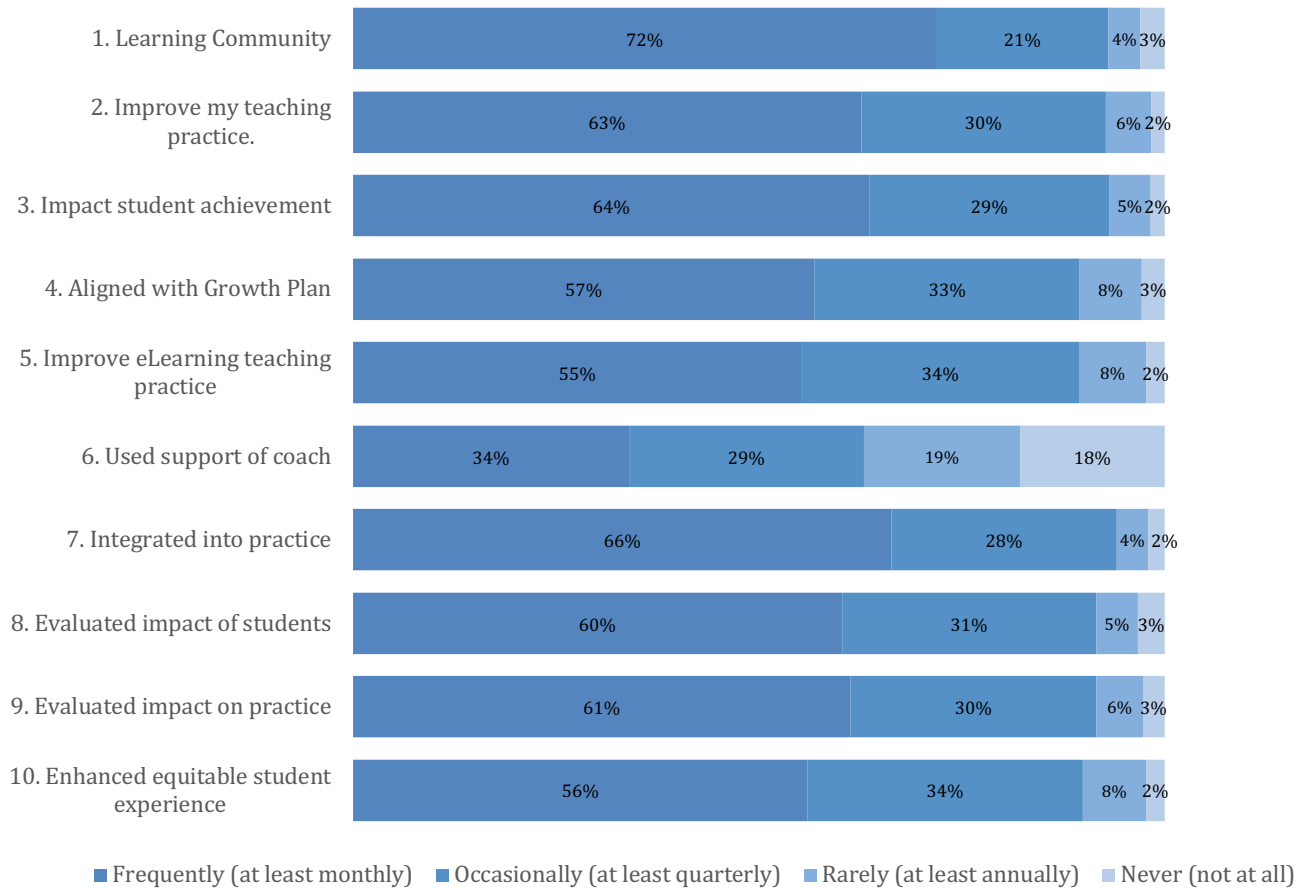


Professional Learning Practices. In alignment with the BCPS PL System, instructional staff indicated the frequency with which they engaged in each of the following promising professional learning practices:

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

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

Figure 3. Frequency of Engagement in Professional Learning Practices

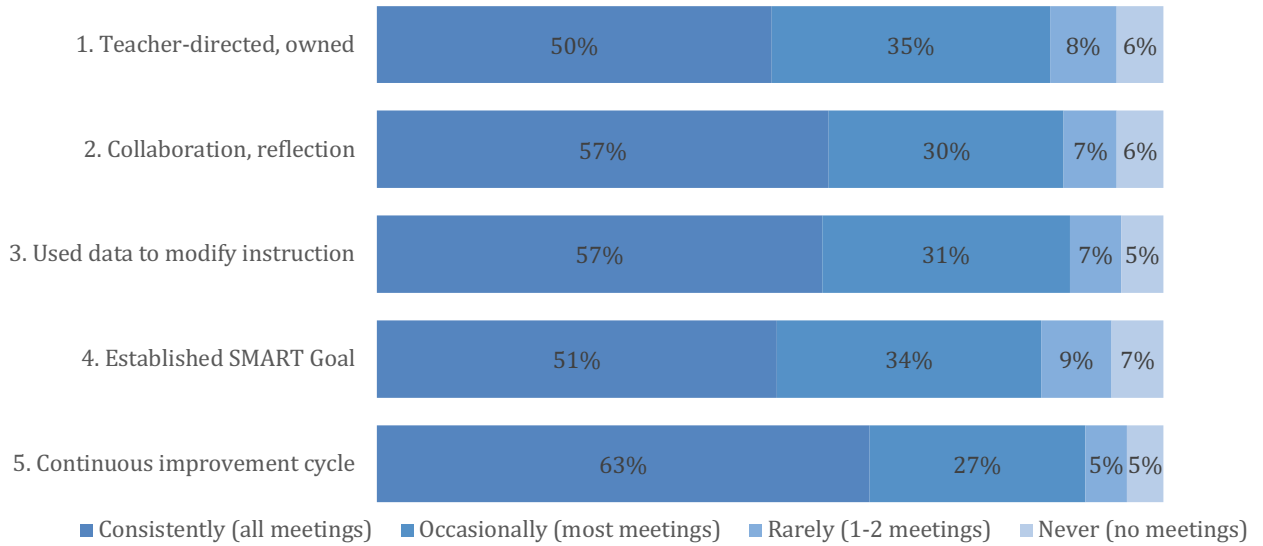


PLC Practices. In alignment with the Innovation Configuration for the Journey to Authentic Professional Learning Communities, instructional staff indicated the frequency with which they applied each of the following promising practices in a Professional Learning Community:

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

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

Figure 4. Frequency of Application of Professional Learning Practices

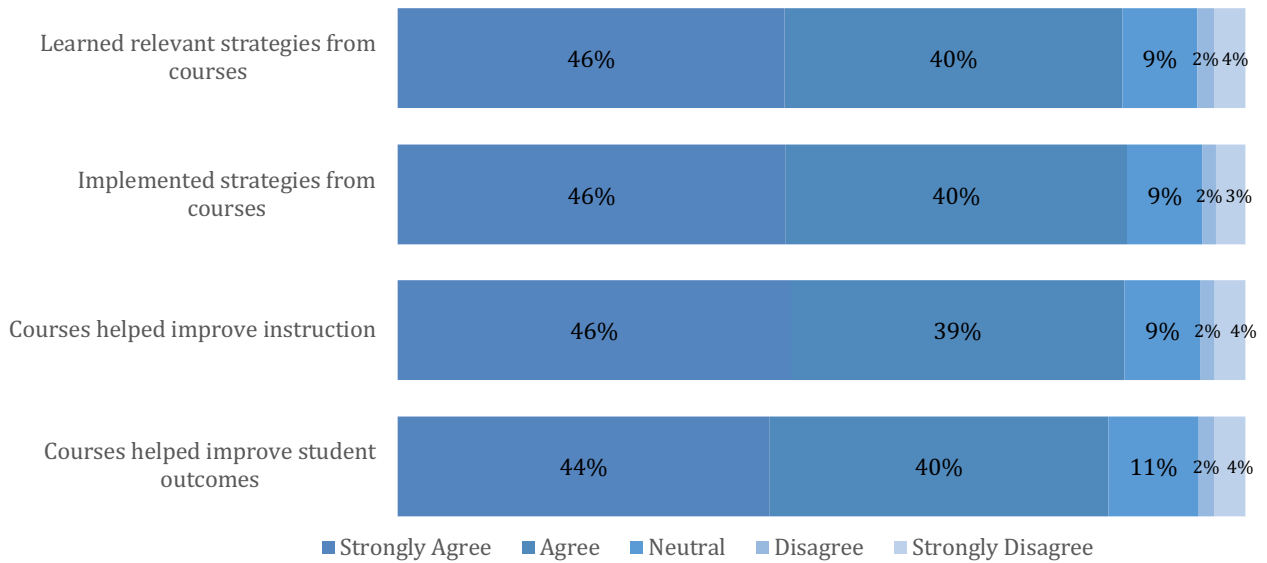


Impacts of PL. To gauge teachers’ perceptions of the impacts of PL courses in which they participated, the survey prompted instructional staff to rate their level of agreement with the following statements regarding the learning, classroom implementation, instructional impacts and student outcomes of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

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

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

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

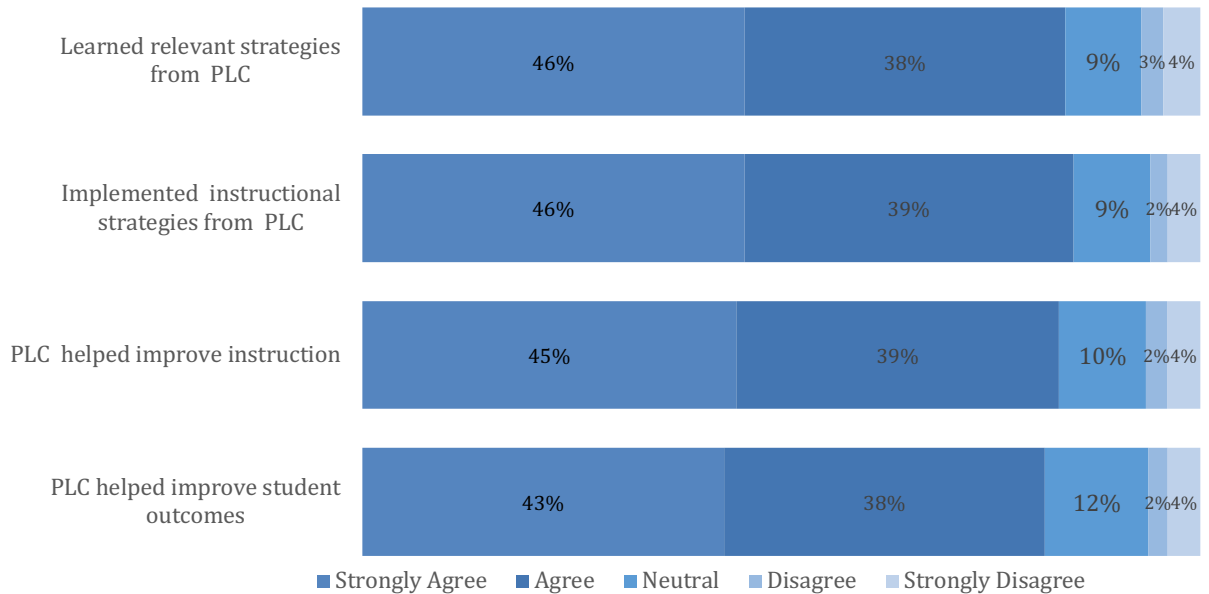


Impacts of PLCs. To determine teachers’ perceptions of the impacts of their professional learning communities (PLCs), the survey asked instructional staff to report their level of agreement with the following statements regarding the learning, implementation, impacts and outcomes of their PLC(s):

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

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

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



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

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

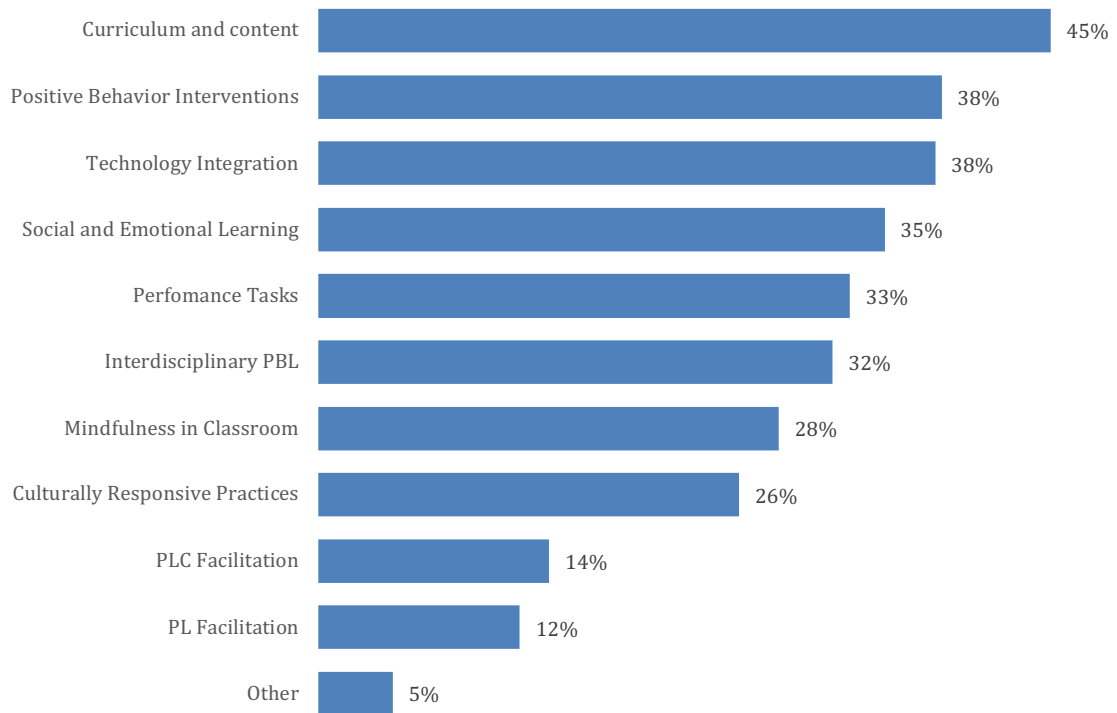
PL Areas	Response Percent
Literacy/Reading	43.5%
English Language Arts	37.2%
Mathematics	35.5%
Social Emotional Learning	32.7%
Science	26.8%
Mindfulness	23.4%
Social Studies	21.9%
Equity and Diversity	18.3%
School Climate and Discipline	12.7%
ESOL/WIDA	12.7%
Career and Technical Education	9.4%
Computer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

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

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

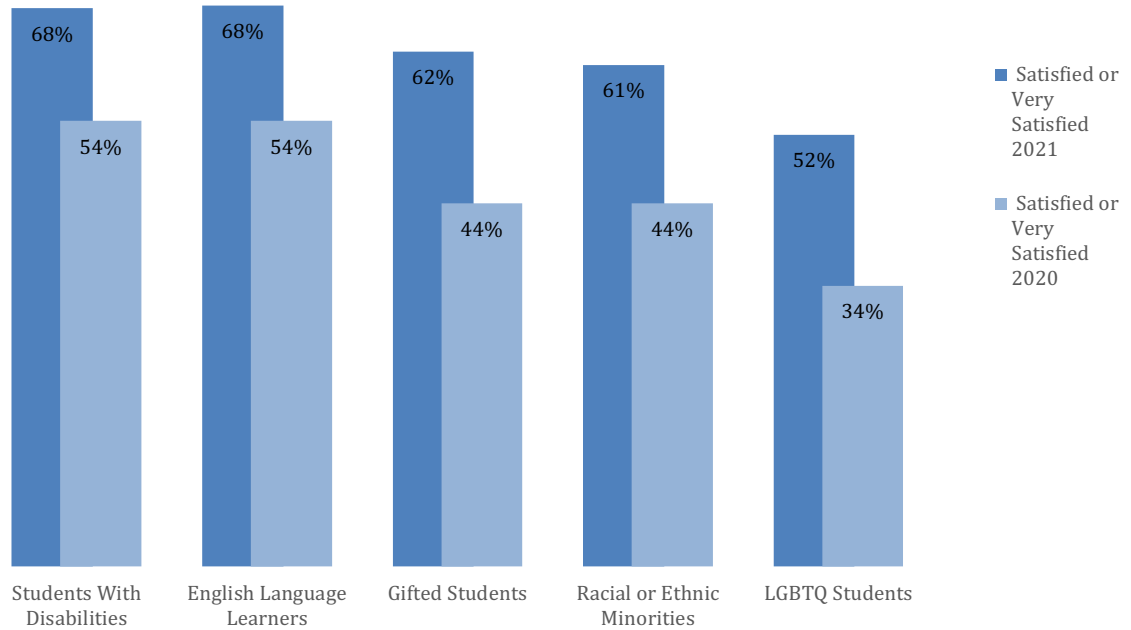
1. Curriculum and content in support of standards-based instruction
2. Effective approaches to social and emotional learning
3. Facilitation of authentic Professional Learning Communities (PLCs)
4. Facilitation of Professional Learning for other instructional staff
5. Integrating digital technologies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

Figure 9. Desired strategies



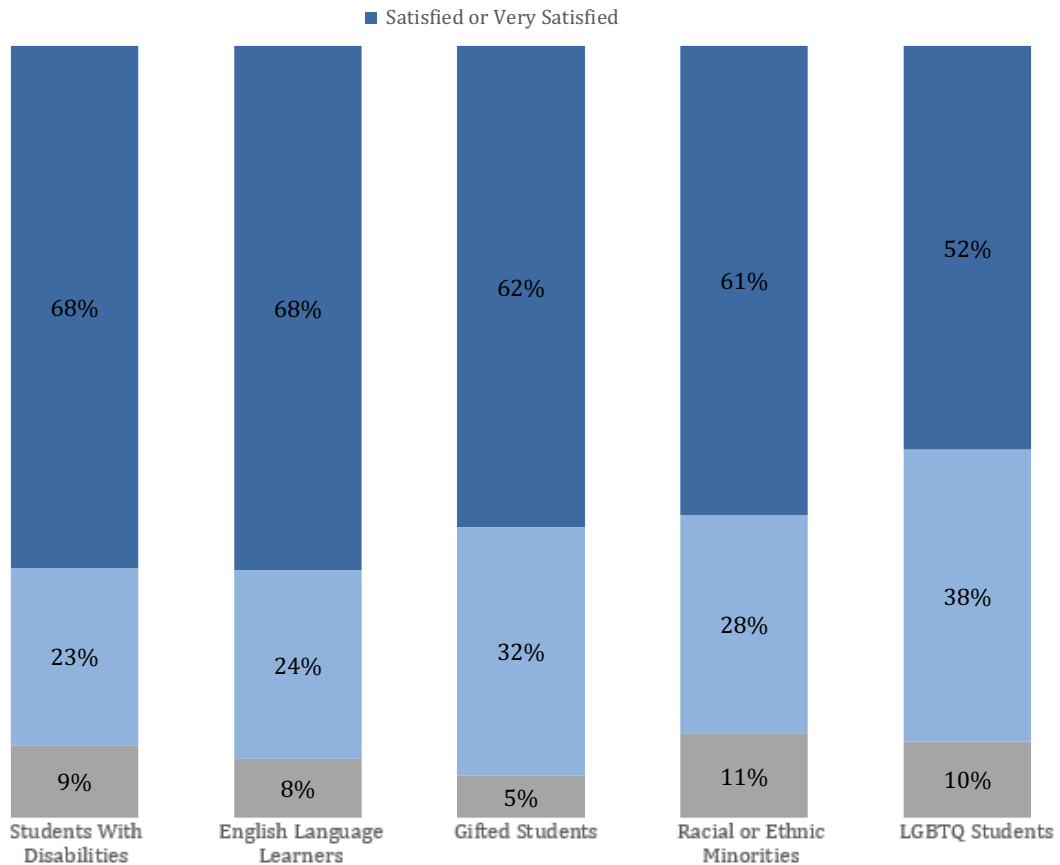
PL for Specific Student Populations. The survey prompted instructional staff to indicate their level of satisfaction with the availability of professional learning related to the support of specific student populations; English Language Learners, Racial or ethnic Minorities, Students with Disabilities,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

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



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

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



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

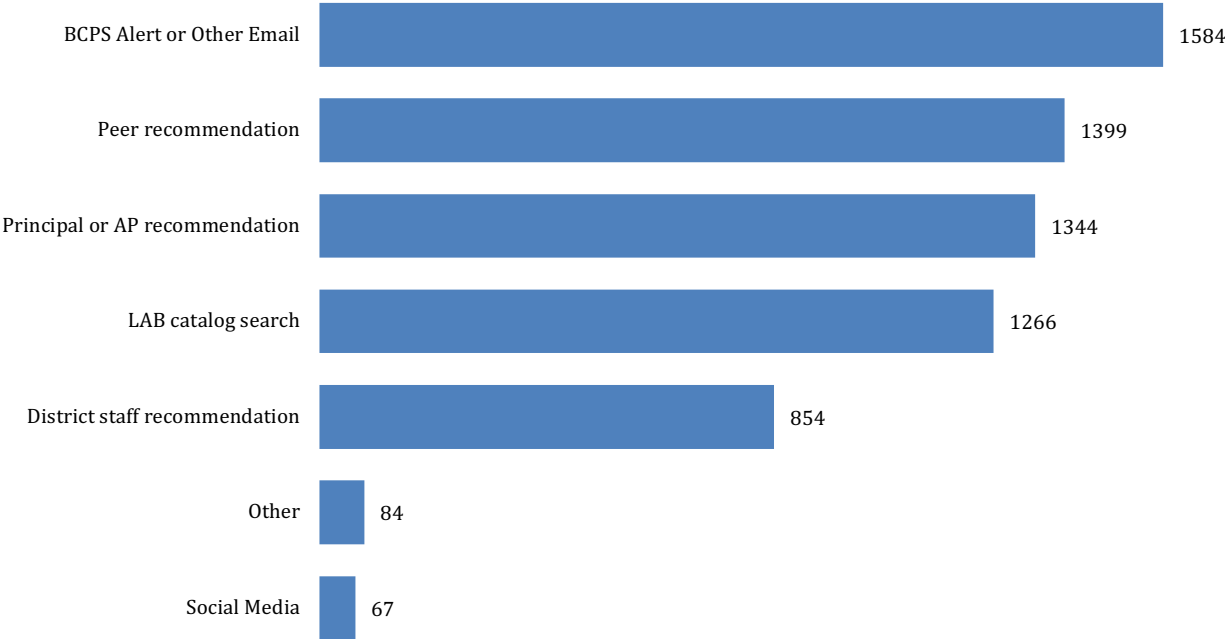
Table 4. Teacher experience with functions in the Learning Across Broward (LAB) system

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

Teachers also find out about PL through recommendations from peers, administrators, and District staff; through BCPS Alerts or other emails distributed to targeted staff; and in some cases, through

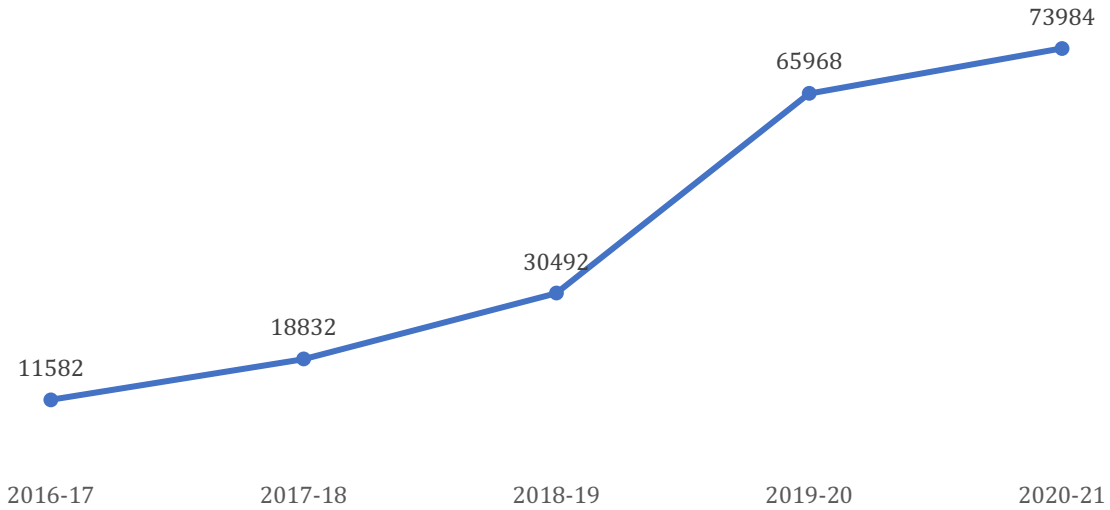
social media. The survey asked instructional staff to indicate how they usually find out about PL activities. Results are listed in Figure 12, below.

Figure 12. How Instructional Staff Learn about PL Opportunities



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

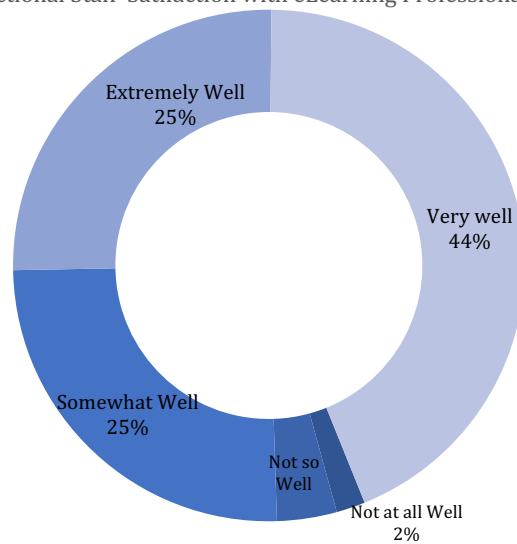
Figure 13: Total eLearning Courses completion by Calendar Year, 2016-2021. Updated May 2021



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

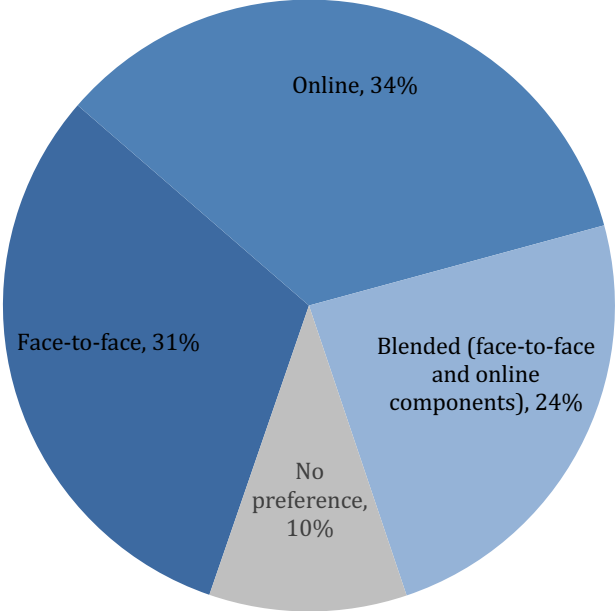
Instructional staff were asked to rate how well eLearning professional learning activities met their virtual instruction needs. One in four instructional staff responded, eLearning professional learning activities met their virtual instruction needs extremely well. Responses are displayed in Figure 14,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

Figure 14. Instructional Staff Satisfaction with eLearning Professional Learning Activities



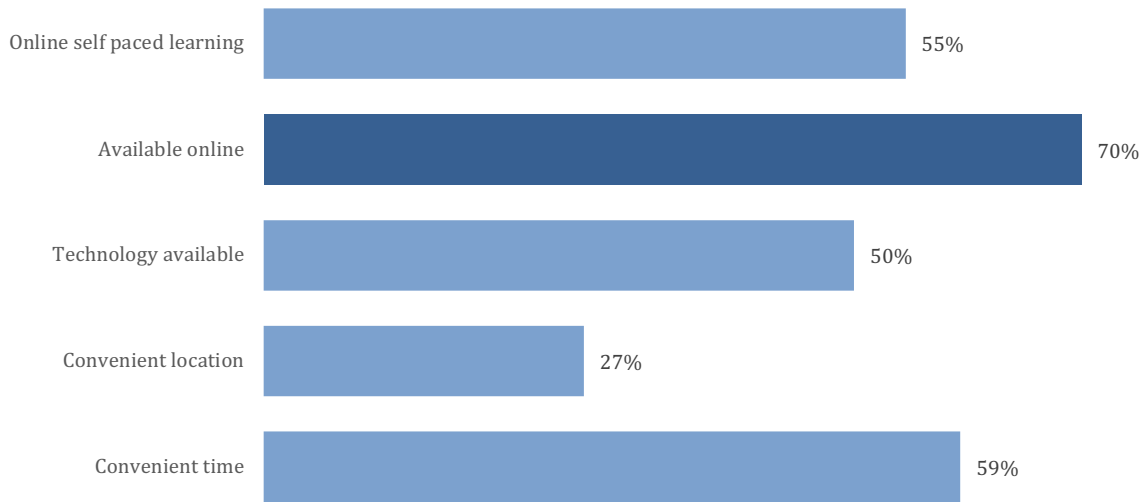
Effective Learning Format. BCPS provides professional learning and training in three formats: in-person, online, and blended (a combination of face-to-face and online learning). To gauge which format instructional staff prefer, the survey asked them which learning format is most effective for them. Most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

Figure 15. Learning Method Most Effective for Instructional Staff.



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

Figure 16. Factors that influence PL participation - Instructional Staff



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

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

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

Actual Greatest Impact on Practice, 2020-2021			Anticipated Greatest Impact on Practice, 2020-2021		
Professional Learning Activity	#	%	Professional Learning Activity	#	%
Tech and Software Integration (including Canvas & Microsoft)	1132	26.1%	Tech. Integration (incl. Canvas)	1020	37.6%
BVU (ESOL, Gifted, Reading)	381	8.8%	BVU (ESOL, Gifted, Reading)	172	6.3%
Professional Learning Communities	308	7.1%	Exceptional Student Education	166	6.1%
Equity and Diversity	287	6.6%	Social and Emotional Learning	133	4.9%

Behavior and management	238	5.5%	Literacy	118	4.3%
Reading Courses	228	5.3%	Professional Learning Communities	109	4.0%
Exceptional Student Education	201	4.6%	Equity & Diversity Classroom/Behavior Management	97	3.6%
eLearning	161	3.7%	Standards Based Instruction	56	2.1%
BEST Practices (multiple subject areas)	93	2.1%	Technology/Software Student Engagement – Online Instructional Strategies Elementary Mathematics Curriculum Development	42	1.5%
Math Professional Learnings	62	1.4%	ESOL/WIDA Elementary Language Arts STEM & Computer Science Project Based Learning (PBL) Secondary Mathematics Secondary Science Secondary Language Arts	26	1.0%
Social Emotional Learning	59	1.4%	Elementary Learning	25	0.9%
Cultural Awareness	56	1.3%	Applied Learning	24	0.9%
Mindfulness	52	1.2%	School Climate and Discipline	23	0.8%
Warning Signs	49	1.1%	Advanced Academics Youth Mental Health	23	0.8%
Literacy	47	1.1%	First Aid	18	0.7%
Self-Reporting	39	0.9%	Teacher Preparation	16	0.6%
i-Ready	35	0.8%	Secondary Social Studies	16	0.6%
De-escalation Strategies	34	0.8%	CTACE	14	0.5%
Mental Health	33	0.8%	Safety & Security	14	0.5%
STEM & Computer Science	33	0.8%	Pre-Kindergarten	13	0.5%
Anti-Bullying	31	0.7%	School Counseling	13	0.5%
BEST Things to Know: Deeper Dive	34	0.8%	School Counseling	13	0.5%
Curriculum Development Courses	27	0.6%	World Languages	12	0.4%
Benchmark Assessment System (BAS) course	26	0.6%	Benchmark Assessment System (BAS)	11	0.4%
Courageous Conversations	26	0.6%	Interdisciplinary	10	0.4%
World Language and Dual Language	26	0.6%			
Elementary Learning	24	0.6%			
New Teacher Academy and Orientation	26	0.6%			
ELA Courses	23	0.5%			
Child abuse and neglect	21	0.5%			
Writing courses	21	0.5%			
Bridges Classroom FTEM	20	0.5%			
Clinical Education	19	0.4%			
Dating Violence Mandatory Comp 20-21	19	0.4%			
Instructional Strategies	19	0.4%			

Security and Safety	20	0.5%	Instruction		
Science Course	14	0.3%	Leadership	8	0.3%
Engaging students	13	0.3%	Library Media	7	0.3%
Secondary Education	13	0.3%	Coaching and		
Social Studies	13	0.3%	Induction	7	0.3%
Teacher to Coach Pre-Credentialing	12	0.3%	New Teacher Academy	6	0.2%
Heggerty Phonics Training	10	0.2%	Physical Education	6	0.2%
LLI	10	0.2%	Student Services	5	0.2%
Teacher peer collaboration	10	0.2%	Head Start/Early		
Music	9	0.2%	Intervention	5	0.2%
Applied Learning	9	0.2%	Dual Language	5	0.2%
NTA Academy	10	0.2%	Balanced Literacy	4	0.1%
School Counseling and BRACE	9	0.2%	Seasons of Learning	3	0.1%
Suicide Related Courses	9	0.2%	Elementary Science	3	0.1%
Applied Linguistics	8	0.2%	Clinical Education	2	0.1%
CTACE	8	0.2%	Learning Across		
Mastery Connect	8	0.2%	Broward (LAB)	2	0.1%
Standards Based Learning	9	0.2%	Broward Teachers'		
TIER Mentoring courses.	8	0.2%	Union	2	0.1%
BTA	7	0.2%	BrIDGES Instructional	2	0.1%
Coaching Certification	7	0.2%			
Library Media	12	0.3%			
Preventing Sexual Harassment	7	0.2%			
Reclaim and Elevate	7	0.2%			
SMILE into SOUNDS	7	0.2%			
Covid-19 staff awareness training	6	0.1%			
Empower Broward Lesson					
Reviews	6	0.1%			
Grow Your Own	6	0.1%			
LAPC	6	0.1%			
Microcredential	6	0.1%			
Collaborative Studies	5	0.1%			
Conscience Discipline	5	0.1%			
Data collection	5	0.1%			
DIP	5	0.1%			
Discovery ED	5	0.1%			
FBA/PBIP training	5	0.1%			
Head Start Program	5	0.1%			
Pre-Kindergarten	5	0.1%			
Project-based Learning	5	0.1%			
Seasons of Learning	5	0.1%			
High School	5	0.1%			
DBQ	4	0.1%			
Demonstration of Accomplished Practices	4	0.1%			
FSA online training.	4	0.1%			
GOLD Objectives	4	0.1%			
Leadership	4	0.1%			

Method of teaching	4	0.1%
Supporting Immigrants and ELLs	4	0.1%
Teach Like a Champion 1.0	4	0.1%
Trauma and Toxic Stress in Children	4	0.1%
Youth Mental Health Training	4	0.1%
Attendance	3	0.1%
End of Year Procedures	3	0.1%
Happiness Studies	3	0.1%
lab courses	3	0.1%
PBIS	3	0.1%
SRA	3	0.1%
Strategic planning	3	0.1%
VILS trainings	3	0.1%
ACT/SAT Prep	2	0.0%
CHAMPS training	2	0.0%
Class Management	2	0.0%
Different activites	2	0.0%
Foundational Skills Progressions	2	0.0%
Fusion 360 Beginner Immersion	2	0.0%
Great Migration and Art	2	0.0%
Intro to Differentiating Instruction	4	0.1%
Manipulatives	2	0.0%
Six Sigma	2	0.0%
Speech Zone meetings	4	0.1%
Thinking Maps	2	0.0%
US Gov and Econ	2	0.0%
Workforce Education classes	3	0.1%
Closing Achievement Gap	2	0.0%
Rubrics and Feedback	4	0.1%
Buying Goods and Services	2	0.0%
Collections	1	0.0%
Community based education	1	0.0%
Culinary	1	0.0%
Domestic violence	1	0.0%
Economics of Elections	1	0.0%
Harvard online	1	0.0%
Indusry Certification	1	0.0%
PE information	1	0.0%

Survey Responses from Non-Instructional Staff

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

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

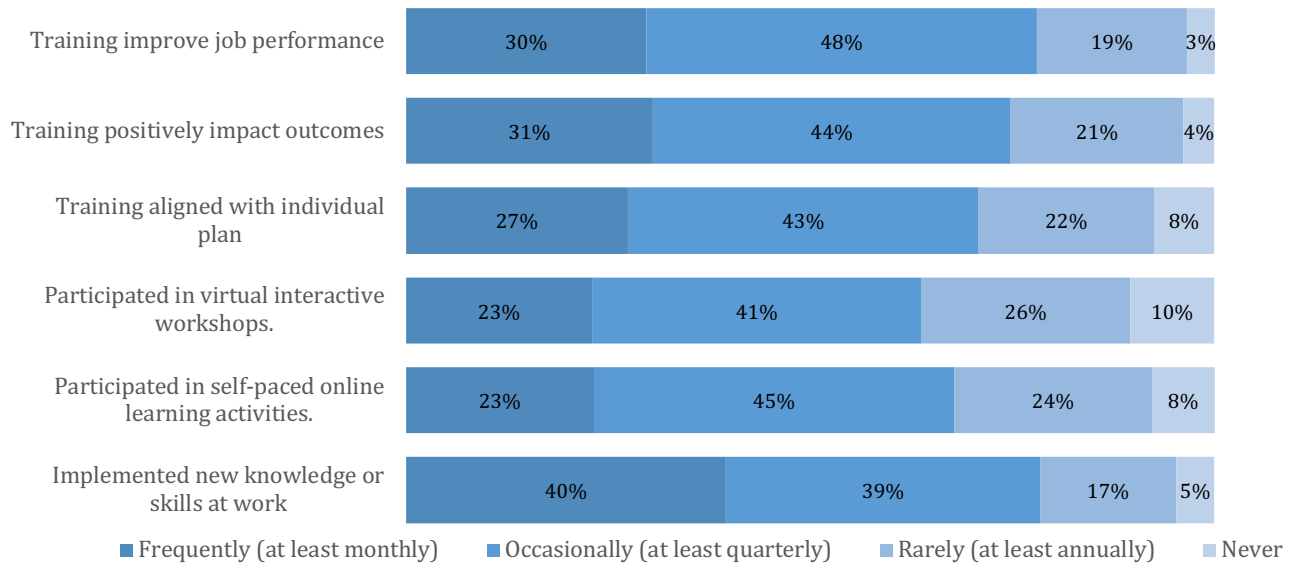
Table 6. Breakout of Non-instructional Staff respondent position (n=843).

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

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

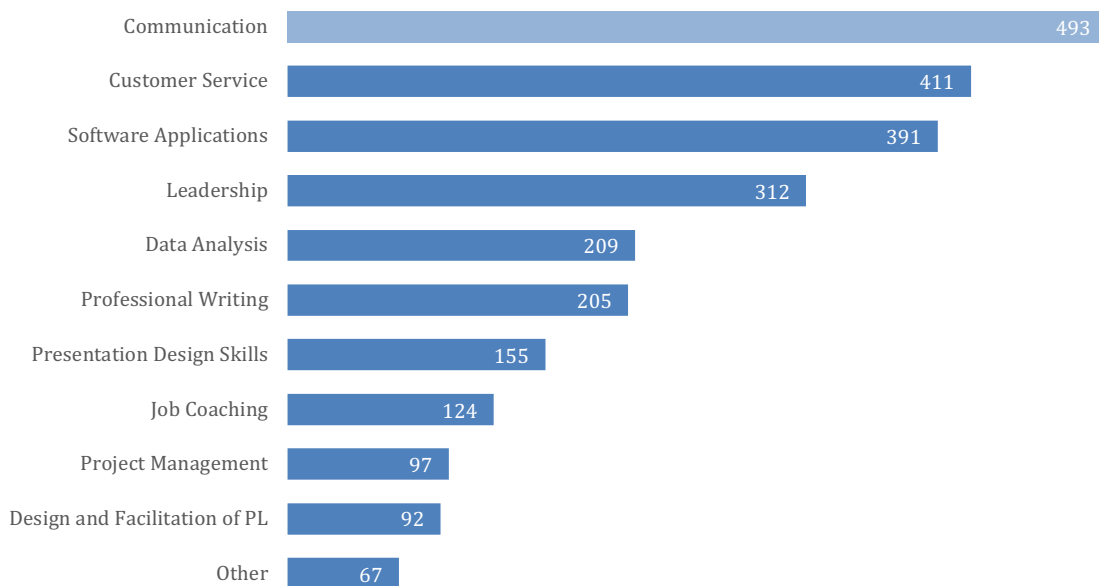
Responders also had the option of entering additional related information in response to this question. Responses included: introduce more new courses for personnel in these groups and increase training opportunities for clerical staff. Notably, the number of personnel who indicated they were able to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

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



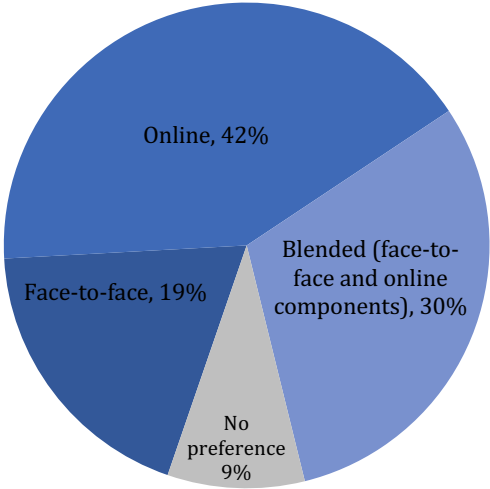
Areas of Potential Benefit. The PL Survey asked Non-Instructional Staff to indicate which professional learning or training areas would potentially benefit them. Staff was able to choose all that applied. Figure 18 lists responses in order of frequency.

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



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

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



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

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

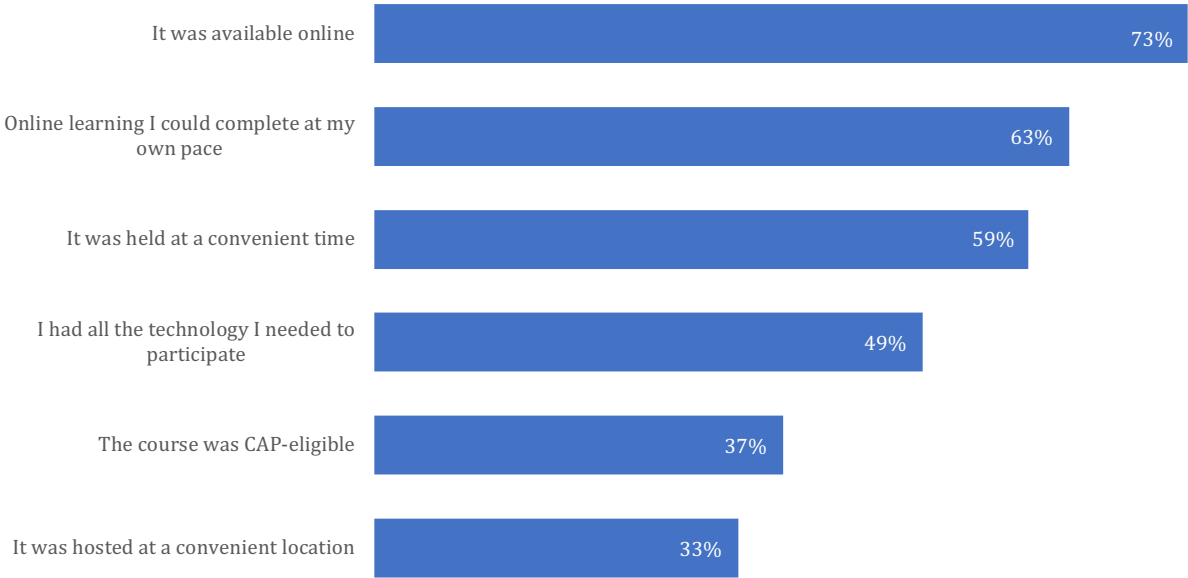
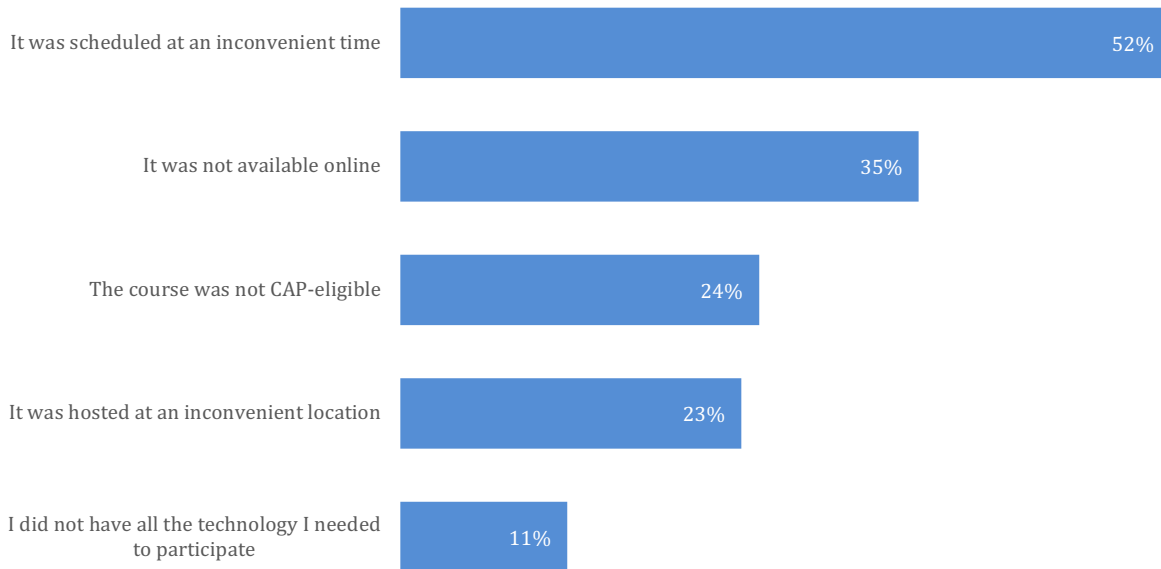
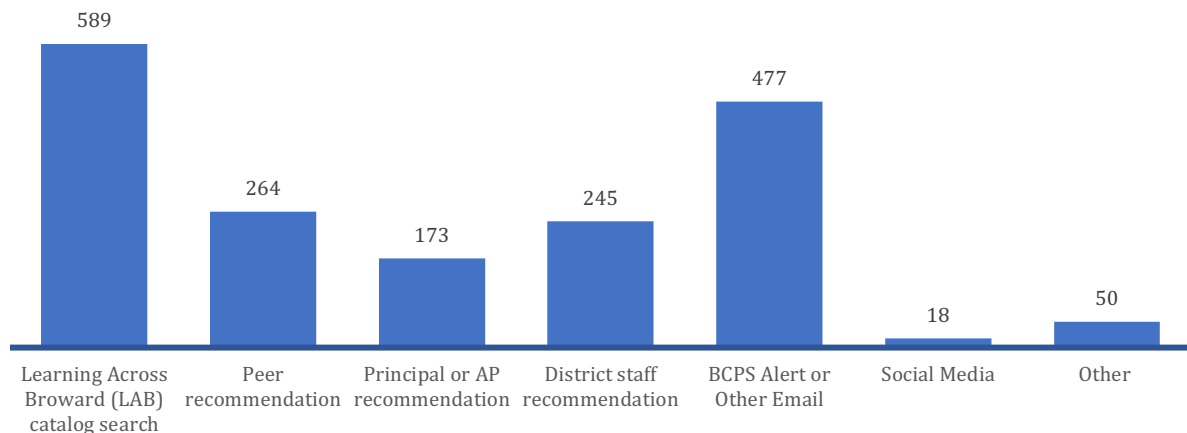


Figure 21. Factors that may have **prevented** Non-Instructional staff from fully participating (n=843)



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

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



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

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

Very Easy	Easy	Neutral	Difficult	Very Difficult
-----------	------	---------	-----------	----------------

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

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

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

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

COVID-19 Information	12	2.0%	Conflict Resolution	8	1.1%
Warning Signs	12	2.0%	Leadership	8	1.1%
Behavior Management	11	1.9%	Office Protocols	8	1.1%

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

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

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

Inservice Course Completion by PL Plan.

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

PL Master Plan or Innovation Configuration	Completers	Points Awarded
Advanced Academics	41	656
Applied Learning - Civic Engagement	113	452
Applied Learning - Fine Arts	1021	8168
Applied Learning - STEM & CS	697	14816
Athletic Coaching Add-on Endorsement	143	8580
BCPS PL System	256	3100
Before and After School Child Care	239	5246

BrIDGES Instructional	954	3816
BrIDGES Observers	48	384
BTU - Effective Teaching	76	2888
Coaching and Induction	2813	17361
Compliance	1556	245
Coordinated Student Health Services	2929	2929
CTACE: Adult Education	127	844
CTACE: Career Technical Education	135	3454
Digital Learning Curriculum Integration	8286	101384
Dual Language	231	2994
Elementary Learning	6078	21541
Environmental Health and Safety	1190	2360
Equity and Diversity	1290	9216
ESE SB1108	5844	113544
ESOL	1009	5796
ESOL Training Requirement Category I	1068	64080
ESOL Training Requirement Category II	160	9600
ESOL Training Requirement Category III	95	1710
ESOL Training Requirement Category IV	18	1080
Exceptional Student Learning Support	3173	29875
Facilities Service Persons Program	825	5821
Food and Nutrition Services	641	4414
Gifted State Endorsement	790	47400
Head Start/Early Intervention	1168	10674
Leadership Development	2477	24262
Lean Six Sigma	36	144
Library Media	576	2183
Literacy	4611	16011
Non-Instructional Leadership Development	1363	8632
Office Support Personnel	1270	12774
Professional Developers Program	51	140
Psychological Services	593	2677
Reading State Endorsement	1972	118320
Reimagining Middle Grades	116	1860
Safety and Security	4993	12829
School Climate and Discipline	476	3454
School Counseling	960	1751
Secondary Language Arts	1385	6928
Secondary Mathematics	731	3550
Secondary Science	614	3136
Secondary Social Studies	623	3083
Social and Emotional Learning	1105	7280
Student Services	2910	4209
Teacher Preparation	1008	21057
Technology Systems & Operations	642	7910

Title I Migrant and Special Programs	132	1716
Vendor School-Based Learning_Elem Lrng	30	90
World Languages	427	5800

Professional Learning Community Topics

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

Table 11. Frequency of School-based PLC Topics.

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

Health	7	0.7%
ELA and Computer Science	7	0.7%
Business	6	0.6%
Civic	6	0.6%
Environmental Science	6	0.6%
Fine Arts	6	0.6%
IEP Goals	6	0.6%
Reading and Writing	6	0.6%
Specials	6	0.6%
World Languages	6	0.6%
Career, Technical & Adult Education (CTACE)	6	0.6%
Automotive	5	0.5%
Integration of Knowledge	5	0.5%
Physical Education	5	0.5%
Guidance	5	0.5%
Academic learning gains	4	0.4%
Industry Certification	4	0.4%
LAFS	4	0.4%
Leadership	4	0.4%
Life Science	4	0.4%
Student Support	4	0.4%
Advanced Academics	3	0.3%
Chemistry	3	0.3%
Critical Thinking	3	0.3%
Early Childhood	3	0.3%
Earth and Space Science	3	0.3%
Unified Art	3	0.3%
Arts	2	0.2%
Communication	2	0.2%
CTACE/JROTC	2	0.2%
Discipline	2	0.2%
eLearning pedagogical strategies and technological	2	0.2%
Equity & Diversity	2	0.2%
Interventions	2	0.2%
Physical Science	2	0.2%
Support School	2	0.2%
Adult Education	1	0.1%
Athletics	1	0.1%

Culinary Arts	1	0.1%
Data Team	1	0.1%
ELA and Civics	1	0.1%
ELA and Electives	1	0.1%
ELA and ESE	1	0.1%
ELA and Social Studies	1	0.1%
ELA and Technology	1	0.1%
ESOL	1	0.1%
Interdisciplinary	1	0.1%
Magnet	1	0.1%
Management Skills	1	0.1%
Media Studies	1	0.1%
Mental Health	1	0.1%
Performing Arts	1	0.1%
Proficiency in statistics	1	0.1%
Reading through world languages	1	0.1%
STEAM	1	0.1%
Visual Arts	1	0.1%

Summary of Feedback from Professional Learning Management System

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

Table 12. Summary of Participant Feedback, 2020–2021

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

practices or procedures.					
The facilitator offered follow-up support.	74%	22%	2%	0%	1%
The facilitator planned and managed time effectively.	75%	22%	2%	1%	1%

Professional Learning Community Feedback (n=15782)

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

Online Professional Learning Feedback (n=23,838)

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

Training Feedback (n= 6392)

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

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

Desired Outcomes and Performance Indicators

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

1. Facilitator			
Desired Outcome 1.1: Facilitator plans their online, face to face, and/or blended professional learning to improve (teacher) practice and impact outcomes of their position and responsibilities in the form of a Professional Learning Plan.			
Planning Performance Indicators			
Level 4	Level 3	Level 2	Level 1

<p>Utilizes Master Plan or Innovation Configuration data to determine and create a quantitative data-based statement of student and teacher learning needs.</p>	<p>Frequently utilizes Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.</p>	<p>Inconsistently utilizes Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.</p>	<p>Does not utilize Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.</p>
<p>Facilitator identifies specific learning outcomes that explicitly address that need for the activity. The objectives are observable and measurable. The facilitator addresses the learning outcomes at the beginning of the professional learning.</p>	<p>Specifies intended professional learning outcomes that explicitly address the need for the activity, however the outcomes are not measurable or observable.</p>	<p>Specifies intended learning outcomes that are not designed to explicitly address the need for the activity.</p>	<p>Does not specify any intended professional learning outcomes that explicitly address the need for the activity and are not observable or measurable.</p>
<p>Strategically created a professional learning follow-up activity that assist the facilitator in effectively identifying those participants who have met the activity outcomes and objectives and those participants that might need additional learning opportunities.</p>	<p>Created a professional learning follow-up activity that addresses the activity outcomes and consistently monitors participant's submissions.</p>	<p>Created a professional learning follow-up activity, however the facilitator does not consistently monitor the participant's submissions to identify mastery of activity outcomes.</p>	<p>Has no professional learning follow-up activity planned that will assist the facilitator in monitoring whether the activity outcomes were met.</p>

<p>Facilitator has planned and prepared the necessary resources to conduct online, face to face, and/or blended professional learning. Participants are informed in advance of any materials or documents needed for the professional learning and are engaged in the learning prior to the session.</p> <p>The facilitator successfully and effectively manages the BCPS PL System of record and uses all functions of the system to support communication, collaboration, learning implementing and evaluation of participant learning.</p>	<p>Facilitator has planned and prepared the necessary resources to conduct online, face to face, and/or blended professional learning. Participants are informed in advance of any materials or documents needed for the professional learning.</p> <p>The facilitator successfully and effectively manages the BCPS PL System of record.</p>	<p>Facilitator has planned and prepared the necessary resources to conduct the professional learning.</p> <p>The facilitator, at times, effectively manages the BCPS PL System of record.</p>	<p>Facilitator inadequately prepared the resources necessary to conduct the professional learning.</p>
<p>Desired Outcome 1.2: Facilitator administers online, face to face, and/or blended professional learning implementing best practices and research-based methodologies to engage and enhance new learning.</p>			
<p>Implementing Performance Indicators</p>			
<p>Level 4</p>	<p>Level 3</p>	<p>Level 2</p>	<p>Level 1</p>

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

Evaluating Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>An evaluation plan/process has been established and consistently carried out at least twice a year to ensure sustained learning is taking place during professional learning delivery, implementation of learning and impact on student learning.</p> <p>Consistently measures the degree to which online, face to face, and/or blended professional learning impacted the participants' practice using formative and summative data.</p> <p>Uses evaluation data to determine professional learning targets for the following year and makes changes to the professional learning session as needed.</p>	<p>An evaluation plan/process has been carried out at least twice a year to ensure sustained learning is taking place.</p> <p>Measures the degree to which online, face to face, and/or blended professional learning impacted the participants' practice using formative and summative data.</p> <p>Uses evaluation data to determine professional learning targets for the following year.</p>	<p>An evaluation plan has been completed, but occasionally carried out, to ensure sustained learning is taking place.</p> <p>At times, measures the degree to which professional learning impacted the participants' practice using formative and summative data.</p> <p>At times, uses evaluation data to determine professional learning targets for the following year.</p>	<p>No evaluation plan has been established.</p> <p>Does not measure the degree to which professional learning impacted the participants' practice.</p> <p>Does not use evaluation data to determine professional learning targets for the following year.</p>

Data Collection Plan: Facilitator

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback forms	1x/workshop	Professional Learning Provider
2. Participants' Learning	Embedded formative/summative assessments,	1x/workshop	Varies by professional learning

	reflections, simulations and demonstrations		
3. Organizational Supports	Coaching and mentoring, virtual support	As needed	Varies by professional learning
4. Participants' Practice	BCPS PL Survey (facilitator questions)	1x/year	PDSS Department
5. Student Outcomes	Demonstrates an understanding of methods to monitor impacts on student outcomes, performance assessments	1x/year	Varies by professional learning
2. Professional Learning Provider			
Desired Outcome 2.1: Professional Learning Provider plans to research, analyze, and identify needs aligned with district goals to improve (teacher) practice and impact outcomes of their position and responsibilities in the form of a Professional Learning Plan.			
Planning Performance Indicators			
Level 4	Level 3	Level 2	Level 1

<p>Administrator/ Supervisor analyzes data and identifies PL needs of student and participants.</p> <p>Identifies strengths and areas of targeted growth to develop, monitor and implement an effective professional learning Plan to positively impact practice and student achievement as determined by data trends, Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.</p>	<p>Administrator/ Supervisor reviews data and discusses needs of student and participants.</p> <p>Creates professional learning Plan but uses it intermittently to guide professional growth.</p> <p>Administrator/ Supervisor establishes</p>	<p>Administrator/ Supervisor reviews data of student and participants.</p> <p>Creates a Professional Learning Plan but using a format that is inconsistent across the District.</p> <p>Administrator/ Supervisor establishes</p>	<p>Administrator/ Supervisor does not analyze, review, or discuss data needs of student and participants.</p> <p>Does not plan professional learning or there is no process in place to allow for planning professional learning.</p> <p>Administrator/ Supervisor has no professional learning</p>
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<p>Administrator/ Supervisor creates a yearlong professional learning Plan based on the identified needs aligned with Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.</p> <p>Administrator/ Supervisor consistently researches and determines who will best facilitate all online, face to face, and/or blended professional learning sitting under their master plans and innovation configurations and if providers will be internal providers or district providers.</p>	<p>a professional learning Team that meets to create a professional learning Plan based on the identified needs aligned with Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.</p> <p>Administrator/ Supervisor researches and determines who will best facilitate all online, face to face, and/or blended professional learning sitting under their master plans and innovation configurations and if providers will be internal providers or district providers.</p>	<p>a professional learning Team that meets to create a professional learning Plan based on the identified needs.</p> <p>Administrator/ Supervisor determines if providers are internal providers or district/providers.</p>	<p>Team or professional learning Team performs very cursory functions in the planning of professional learning for the year.</p> <p>Administrator/ Supervisor does not determine if providers are internal or district providers or performs very cursory functions in the selection of providers to be used.</p>
<p>2.2 Desired Outcome: Professional Learning Provider supports online, face to face, and/or blended professional learning with time and opportunity to implement best practices and research-based methodologies in the form of coaching/resources needed to apply the new learning.</p>			
<p>Implementing Performance Indicators</p>			
<p>Level 4</p>	<p>Level 3</p>	<p>Level 2</p>	<p>Level 1</p>

<p>Administrator/ Supervisor consistently supports staff with time and opportunity to participants in needed online, face to face, and/or blended professional learning.</p>	<p>Administrator/ Supervisor supports staff with time and opportunity to participate in online, face to face, and/or blended professional learning.</p>	<p>Administrator/ Supervisor provides limited time and opportunity for professional learning, primarily for required professional learning.</p>	<p>Administrator/ Supervisor makes no provisions for professional learning for staff.</p> <p>Administrator/ Supervisor does not</p>
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<p>Administrator/ Supervisor supports involvement in yearlong PLCs, which meet according to an established schedule.</p>	<p>Administrator/ Supervisor supports PLCs but allows interruptions or cancellations of PLC time.</p>	<p>Administrator/ Supervisor supports time and opportunity to attend workshops.</p>	<p>support time and opportunity to attend PLCs or workshops.</p>
<p>Administrator/ Supervisor provides resources needed to fully participate in online, face to face, and/or blended professional learning, within budget constraints.</p>	<p>Administrator/ Supervisor provides limited resources to support online, face to face, and/or blended professional learning, within budget constraints.</p>	<p>Administrator/ Supervisor occasionally provides resources to support professional learning.</p>	<p>Administrator/ Supervisor does not provide resources to support professional learning.</p>
<p>Administrator/ Supervisor consistently meets monthly to monitor the implementation of the professional learning Plan.</p>	<p>professional learning/Department Team meets monthly to monitor the implementation of the professional learning Plan.</p>	<p>professional learning/Department Team occasionally meets monthly to monitor the implementation of the professional learning Plan.</p>	<p>professional learning/Department Team does not meet to monitor the implementation of the professional learning Plan.</p>
<p>Administrator/ Supervisor consistently provides support until mastery, for all participants through coaching by a designated person.</p>	<p>Administrator/ Supervisor provides support until mastery, for all participants through coaching by a designated person.</p>	<p>Administrator/ Supervisor provides support for all participants through coaching by a designated person.</p>	<p>Administrator/ Supervisor does not provide support through coaching.</p>
<p>Administrator/ Supervisor consistently meets a minimum of twice per quarter, to monitor the implementation of the professional learning Plan.</p>	<p>Administrator/ Supervisor meets a minimum of twice per quarter, to monitor the implementation of the professional learning Plan.</p>	<p>Administrator/ Supervisor meets a minimum of once per quarter, to monitor the implementation of the professional learning Plan.</p>	<p>Administrator/ Supervisor does not meet to monitor the implementation of the professional learning Plan.</p>

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

Evaluating Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Administrator/ Supervisor creates an established timeline for monitoring, supporting, and evaluating the implementation of the professional learning and implementation of the professional learning Plan.</p> <p>Administrator/ Supervisor consistently meets twice per quarter, to review the data collected on fidelity of implementation and the evaluation of all activities on the professional learning Plan.</p> <p>Administrator/ Supervisor consistently makes adjustments as needed to the professional learning Plan or specific online, face to face, and/or blended professional learning, based on implementation data.</p>	<p>Administrator/ Supervisor creates an established timeline for monitoring and supporting the implementation of the professional learning and implementation of the professional learning Plan.</p> <p>Administrator/ Supervisor consistently meets twice per quarter, to review the data collected on fidelity of implementation and the evaluation of all activities on the professional learning Plan.</p> <p>Administrator/ Supervisor adjusts as needed to the professional learning Plan or specific online, face to face, and/or blended professional learning, based on implementation data.</p>	<p>Administrator/ Supervisor creates a timeline for monitoring the implementation of the professional learning.</p> <p>Administrator/ Supervisor meets a minimum of once per quarter, to review the data collected on fidelity of implementation of all activities on the professional learning Plan.</p> <p>Administrator/ Supervisor occasionally makes adjustments as needed to the professional learning Plan or specific professional learning, based on implementation data.</p>	<p>Administrator/ Supervisor does not have an established timeline for monitoring the implementation of the professional learning.</p> <p>Administrator/ Supervisor does not meet to review the data collected on fidelity of implementation of all activities on the professional learning Plan.</p> <p>Administrator/ Supervisor does not make adjustments as needed to the professional learning Plan or specific professional learning.</p>

Data Collection Plan: Professional Learning Provider

Level of Measurement	Instrument Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback forms	1x/workshop	Professional Learning Provider
2. Participants' Learning	Embedded formative/summative assessments, reflections, simulations and demonstrations	1x/workshop	Varies by professional learning
3. Organizational Supports	Coaching and mentoring, virtual support	As needed	Varies by professional learning
4. Participants' Practice	BCPS PL Fall/Spring Survey, Evaluation meetings	2x/year	PDSS Department
1. Student Outcomes	Monitor student assessment indicators from 3-year Strategic Plan	1x/year	Professional Learning Provider

Level 1. Participant Reactions

<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilitator	LAB Surveys	LAB Surveys
Professional Learning Provider	LAB Surveys, Professional Learning Plan Review	Professional Learning Plan Needs Assessment

Level 2. Participant Learning

<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilitator	Performance based and written assessments embedded into professional learning	Summary of results of embedded assessment
Professional Learning Provider		

Level 3. Organizational Support

<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilitator	Coaching/mentoring support logs	
Professional Learning Provider		

Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilitator	BCPS Fall PL Survey	BCPS Spring PL Survey
Professional learning Provider	BCPS Fall PL Survey, Mid- Year Evaluation Meeting	BCPS Spring PL Survey, EOYEvaluation Meeting
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilitator	Incorporate student outcome measures into design of each professional learning activity, monitor student assessment indicators from the district strategic plan	
Professional learning Provider		

APPENDIX D:

SB 1108

Section 9. Paragraph (e) is added to subsection (3) of F.S. § 1012.585, Florida Statutes, and subsection (6) is added to that section, to read: F.S. §1012.585 Process for renewal of professional certificates.

(3) For the renewal of a professional certificate, the following requirements must be met:

(e) Beginning July 1, 2014, an applicant for renewal of a professional certificate must earn a minimum of 1 college credit or the equivalent inservice points in the area of instruction for teaching students with disabilities. The requirement in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

(6) The State Board of Education may adopt rules under ss.120.536 (1) and 120.54 to implement this section, including, but not limited to, applicant renewal requirements. Section 10.

This act shall take effect July 1, 2013.

APPENDIX E:

SBBC Counter Proposal

Professional Learning Community MOU
April 18, 2019

T.A. Q. =
PWP

MEMORANDUM OF UNDERSTANDING BETWEEN THE SCHOOL BOARD OF BROWARD COUNTY AND BROWARD TEACHERS UNION

This Memorandum of Understanding ("MOU") is made and entered into by the School Board of Broward County, FL ("SBBC") and the Broward Teachers Union ("BTU") representing Education Professionals (EP), (hereinafter collectively referred to as "the Parties") on this 18th day of April, 2019. The Parties agree to the terms set forth below.

Whereas, the Parties entered into an Agreement for a Collaborative Education Project ("CEP") in order to explore the workload for educators with respect to planning and preparation time.

Whereas, the Parties have met pursuant to the CEP; and,

Whereas, the Parties have come to this agreement regarding Professional Learning Communities ("PLCs").

1. The Parties agreed that further clarification is needed as to the definition of what constitutes a PLC. The parties agree on the following definition:

Definition of a PLC.

A PLC is a group of educators who meet on a regular basis to collaborate on teaching and learning to improve their professional practice. PLCs' should be used for educators to learn from one another on how to improve student outcomes. The goals of the PLC will be determined by consensus of the PLC members.

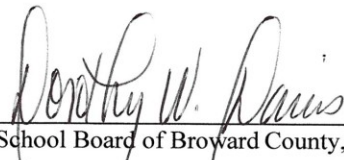
PLCs serve two broad purposes: 1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and 2) improving the educational aspirations, achievement, and attainment for students through stronger leadership and teaching.

2. **Model PLC's.** By no later than June 15 of each school year, the Broward Teacher's Union ("BTU") shall notify the District's Office of Service Quality of two examples of exemplary PLC's from the following groups: elementary, middle, high, center schools, and district support departments. The Office of Service Quality, in consultation with BTU, will use those examples to develop elements of acceptable PLC models for the next school year.
3. **Principal Training.** The District will train all principals ~~in July~~ before the start of each year on the acceptable PLC models that are permissible for that school year.
4. **Principal/Steward Overview.** The District will provide a joint overview to Principals and Stewards of the acceptable PLC models for each year prior school year prior to the start of school.

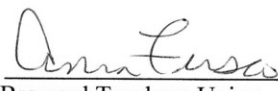
5. **Time allowed for PLCs.**

Teachers shall not be mandated to use time beyond what is outlined in the attached chart to attend PLCs, i.e. Principal discretionary time, the 24 hours of PD time outlined in the collective bargaining agreement, class time if a substitute is provided, time provided in a board approved district waiver, or professional study days. Any additional time spent for PLCs, outside of the attached chart will be considered voluntary and at the sole discretion of the teacher.

- 6. **In-Service Points.** A PLC *may* qualify for Professional Development (“PD”) in-service points when it has been submitted to and approved by the Department of Professional Development Standards and Support. In addition, the awarding of in-service points is a District process outlined in the Board approved BCPS Professional Learning System. PLCs may or may not be part of the 24 hours of professional development time.
- 7. **Monitoring.** The District Office of Service Quality shall monitor each school’s compliance with the PLC models and may investigate either on its own initiative or in response to a BTU concern. Failure of a school to adhere to PLC model requirements may result in retraining of school leadership and/or suspension of PLC’s at that school.
- 8. Nothing in this MOU shall abridge, modify or change the Parties’ Collective Bargaining Agreement (CBA) in any form or fashion. If there is any conflict between this MOU and the CBA, the CBA shall govern. Further, this MOU is not a waiver of either Parties’ rights under the law including Florida Statutes, Chapter 447. The District Office of Service Quality’s decision shall be exempt from all provisions of Article Thirty-Four of the Parties’ Collective Bargaining Agreement (CBA).



School Board of Broward County, FL



Broward Teachers Union

Date 4/18/19

**Utilization of District Directed Teacher Time Outside
 of Student Contact***

	ELEMENTARY	MIDDLE	HIGH
#1 Principal Discretionary	0	30 minutes in the am*	0
#2 Principal Discretionary	Increments of 2 - 45 minutes per month 1 - 30 minutes per month	30 minutes per week	30 minutes per week
	120 total minutes a month	120 total minutes a month	120 total minutes a month
#3 School Based Planning (10 Planning Days)	*Some middle schools are excluded School Based Professional Development (PD) Committee 24 hours yearly Planning Days & 2 Early Release Days (Excluding the four early release days devoted to grades)		
#4 Principal	Teacher relief during class time with a substitute (Not including early release days, devoted to grades)		
#5 Waiver	Board approved district waivers (Board approved study days) Directed training due to differentiated accountability		
#6 PS D	Professional Study Days		

***Each row reflects a separate time period in which teachers may be required to participate in PLCs. Any or all of these times listed in each row may be utilized in addition to the others.**