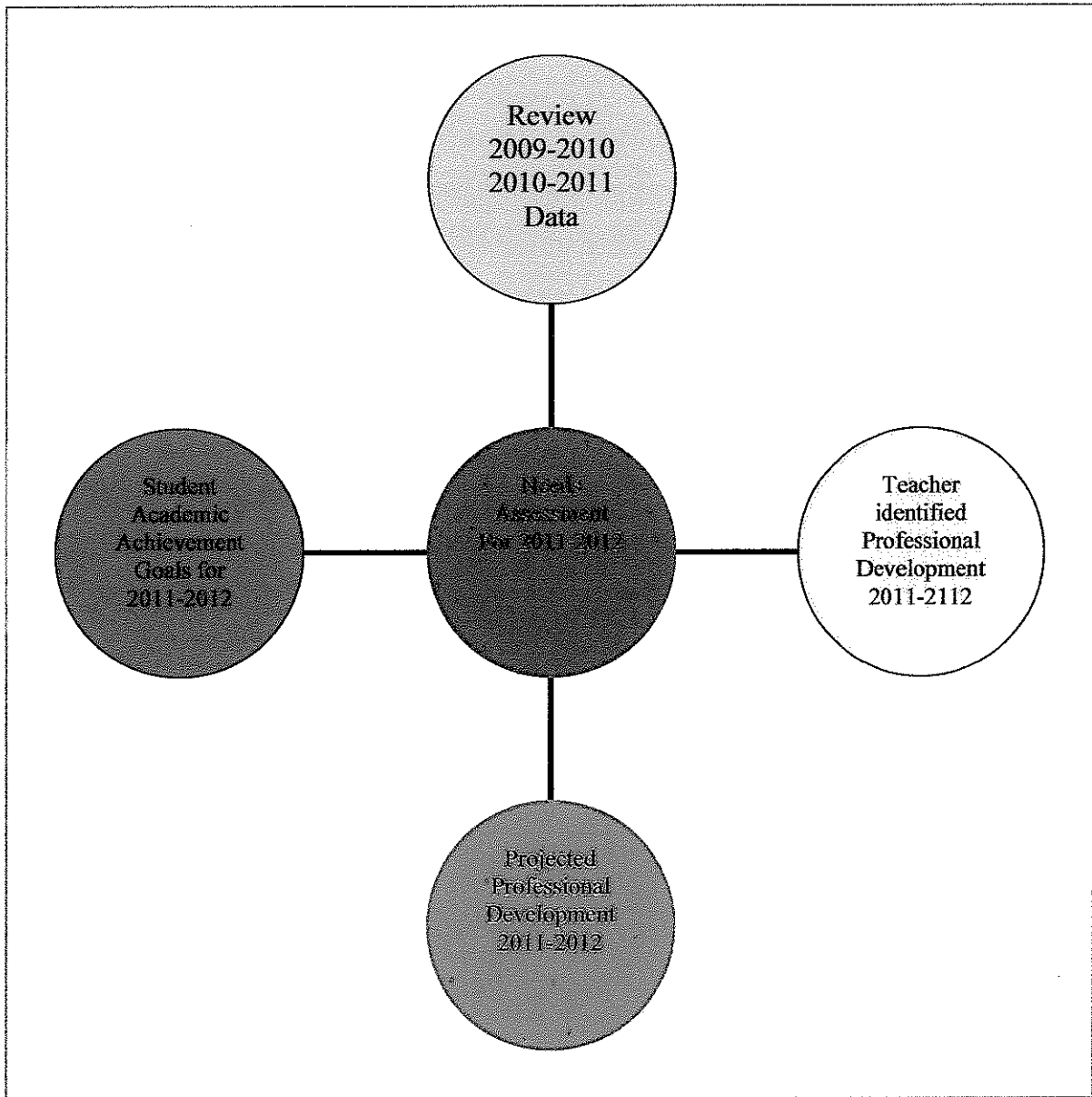


Franklin County School District Professional Development Plan: 2010



Franklin County Schools / District

Professional Development System – 2010-2012

Introduction

The Franklin County School District Professional Development System is designed to provide for the professional growth of instructional personnel that links and aligns in-service activities with student and instructional personnel needs as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators. In-service activities focus primarily on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.

The school principal must establish and maintain individual professional development plans for each instructional employee. The need for training activities defined in a teacher's individual professional development plan (IPDP) must clearly be related to specific performance data for the students to whom the teacher is assigned. Professional Development Plans must include clearly defined training objectives and specific and measurable improvement in student performance that should result from the training activity. Plans include an evaluation component; principals and teachers must measure the extent which each training activity did accomplish the student performance gains that were predicted to result from the training activity.

The evaluation component includes an identification of student performance data used to define training needs as well as a description and evaluation methods used to measure the success of training.

Purposes and Components of the Professional Development System

The primary purpose of any staff development program is to increase student achievement through the professional development of teachers and staff. The school district not only has the responsibility for the continuous professional growth of its teachers and staff, but also has the obligation to ensure that appropriate staff development opportunities are provided for major initiatives.

The Franklin County District Plan is designed primarily to ensure that major district initiatives, identified through school board priorities, the superintendent's goals, and the needs addressed in the school improvement plans, are successful. The FCSD Plan is based on multiple sources of needs assessment including principal interviews, school staff and community input, district initiatives, school improvement plan analysis, and student achievement data.

The success of the FCSD Plan is largely dependent upon the degree of support and collaboration among the school district staff, in focusing services, training provided to schools and teachers across the district. Currently, these initiatives include the goals and objectives in the Franklin County School District School Improvement Plan which identify: the literacy plan, proficiency assessments, curricular alignment with Sunshine State Standards, assessment and data analysis, classroom management, middle school practices and programs, high school reform, technology, career programs, family involvement, and school safety.

The purpose of the FCSD Plan is:

- Ensure high quality district, school, and faculty professional development which supports instructional program throughout the district and leads to HQT certifications.
- Provide the school board and community with information each year of the quality of the district professional education efforts for instructional and non-instructional employees.

Overview of the System

The FCSD Plan is based on a set of standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws as well as the professional development standards generated by the National Staff Development Council entitled Standards for Staff Development.

The district's Professional Development Plan conforms to the standards forming the basis of Florida's Professional Development System Evaluation Protocol, which incorporates the NSDC standards with a framework reflecting the requirement of Florida law related to professional development. The standards form the basis for a checklist, which will be used by reviewers to judge the quality of the professional development system at each level.

The standards reflect three levels of Professional Development System and four strands incorporated into each level as follows: Levels	Strands
1.0 Faculty Level 2.0 School Level 3.0 District Level	• Planning • Delivery • Follow-Up • Evaluation

The FCSD model employs a basic systems approach to professional development addressing the general questions:

- Planning: What planning occurs to organize and support the professional development of teachers?
- Delivery: How and how well is the professional development delivered to teachers?
- Follow-up: What follow up is provided to ensure that teachers use the skills and knowledge gained through the delivered professional development?
- Evaluation: What evaluation occurs to ensure that the professional development resulted in teacher use in the classroom and improvements in student learning as a direct outcome?

Faculties in school are the participants in the professional development and are the ones who in turn use the skills and knowledge gained in their everyday teaching. Much of the planning and implementation of professional development occurs at the school level. A comprehensive review of the quality of the district professional development system encompasses the perspective of teachers, school administrators as well as district coordinators and directors. Input from the district, school and faculty are incorporated into judgments about the overall district professional development system.

A. Planning

District Mission:

The Franklin County School Board provides high quality educational experiences enabling all students to achieve their maximum potential in a safe, positive environment.

District Goals:

The Franklin County School District goals for 2010-2011 are:

1. Student Achievement
2. Literacy
3. Communication
4. Fiscal Responsibility
5. Conduct
6. Staff Recruitment, Retention & Professional Development

District Plan

The Franklin County School District Leadership provides the direction and focus for the district. The Plan was developed by the FCSD District leadership team, members of the community (SAC) and the school leadership team. The teams used as an action plan for reaching the goal of increased student achievement for all groups of students. Refinements based upon SACS/CASI District Accreditation, OPPAGA, the School Board and staff recommendations are made in an ongoing process. The academic goals and standards established by review will create the major action plan to support FCAT preparation, Sunshine State Standards, and high student achievement standards for all groups of students. In order to successfully accomplish the objectives in the Plan, a concerted and collaborative effort among schools, departments, and communities will continue to be required.

Staff Development Mission

The mission of the Staff Development Department is to proactively provide professional development leadership and opportunities to the district and schools as it implements initiatives and innovations that support increased student achievement for all groups of children in Franklin County.

The vision of the department is to facilitate the cross-district planning that is needed to fully utilize the talents and resources of the district to meet the goals of the School Improvement Plan and State and District Goals. Paramount to those plans and goals are the needs of the students to be taught by teachers that are well trained and capable of delivering effective instruction in a safe, nurturing environment.

The Staff Development Department collaborates with other departments in the development and implementation of professional development to support the Franklin County goals and objectives. Through such collaboration literacy continues to be a focal point. The Franklin County School District is committed to providing a seamless delivery of research-based, systematic and explicit reading instruction for students in grades K-12.

The initial planning and development of the Franklin County School District Plan help defined major areas of focus for professional development and agreed to align budget requests with these areas. Professional development priority areas of focus include analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

In the Fall of 2008, at the request of the superintendent of Franklin County, the Department of Education was invited to do an overall evaluation of the process Franklin County was using in instructional delivery, professional development coordination and needs analysis evaluation of the total educational process. Through that exercise Franklin County developed a plan to focus on Continuous School Improvement Model (CSIM), Response To Intervention (RTI) and Positive Behavior Model (PBM) as goals for planning and delivering professional development. This approach reflects the new direction in designing and delivering professional development and includes monitoring the alignment of professional development and district priorities, attending to follow-up training, and incorporating evaluation procedures based upon student progress subsequent to training. In addition, it encourages a strict alignment of school improvement goals and professional development priorities at individual schools. Requests to initiate in-service components will be examined to ensure that all professional development activities meet the Florida Professional Development Protocol standards.

Since 2008, the principals and their respective leadership teams have worked with the Staff Development Department to deepen and extend their knowledge regarding planning, delivering, following up and evaluating professional development. This school leadership team is responsible for ensuring that professional development at the school centers is aligned with their respective School Improvement Plan, and that it follows the guidelines delineated in Florida's Professional Development System Evaluation Protocol Standards at two of the three levels, the faculty and school levels.

Professional Development System Alignment and Link to Student and Instructional Personnel Needs

The Franklin County Plan requires those program planners, coordinators/specialists and others professional developers offering district-wide activities to complete a staff development proposal as part of the component initiation process. This proposal solicits information from the providers that indicates how the activity responds to the priorities of the district. Needs assessment documents upon which these training opportunities are based may include school improvement plans, annual performance data for teachers/administrators, annual school reports, student achievement data and/or other pertinent documents.

Each approved professional development opportunity will be entered into the Handy Electronic Registrar On-line (HERO). Entries are filtered by the Staff Development Review Committee to ensure that the proposed training adheres to the principles of effective professional development and are aligned to the Master In-service Plan. These submissions focus on the needs identified using the documents listed above.

It is expected that the leadership teams and school advisory councils at the school will review their school improvement plans and compile a list of professional development opportunities identified

within the school improvement action plans. School specific needs should be addressed by the SAC and funded by school improvement funds provided to the school.

School Improvement Process and Plans

School improvement plans are reviewed yearly and are critical to the needs assessment process for professional development. Identification of professional development needs for all stakeholders includes a review of school improvement plans for the following purposes:

- To provide district information for targeting areas for professional development and identify critical professional development needs;
- To allow district/school collaboration for networking and for efficient use of resources;
- To indicate the professional development needs of school and impact of professional development in the improvement of student performance;
- To allow state leaders to be able to identify priority areas for continued and/or future funding allocation in staff development.

Additional reports can be generated in the Office of Testing and Evaluation's Data Warehouse.

Examples of reports available to all administrative and instructional employees include disaggregated student achievement data for school and classroom levels, item analysis of benchmark tests, and program evaluation.

Annual Performance Appraisal Data

The Franklin County School Board has approved appraisal systems for all of the following employee groups:

- Non-instructional employees
- Instructional Employees (to include Teachers, Media Specialist, School Psychologists, Guidance Counselors)
- Administrative Employees (to include principals, assistant principals, and district administrators)

The appraisal systems include student achievement data, annual performance appraisal data for teachers and administrators, and annual school report data as integral components. Principals and leadership teams are given training on the implementation of these systems and are reminded that objectives should link to school improvement and student achievement.

Professional Growth Plans

Each instructional employee develops an individual professional development plan (IPDP) in collaboration with a school-based administrator. Disaggregated, classroom achievement data and evaluations from the Educator Accomplished Practices (EAPs) are utilized as a means of identifying specific professional development needs. Professional Growth Plans are reviewed annually to determine the extent to which the plan has positively impacted student achievement. If a review of the data indicates a lack of progress, the plan must pursue a different approach to professional development.

B. Delivery

Relevance of Professional Development

The content focus areas for professional development include analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasize rigor, relevance, and reading in the

content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety. Specific professional development offerings are designed to target one or more of these focus areas. These will continue to be the priority areas when budgets are determined and personnel resources are allocated.

The shared vision for providing professional development for teacher-leaders and administrators in the school district is to create a professional environment of reflection, collaboration and action in order to best meet the needs of students in reaching high levels of performance. Guidelines for professional development have been developed with the Ten Florida Principal Standards, and conversations via the use of protocols as the contextual basis for these experiences. Skills and abilities of both groups are enhanced as they acquire additional knowledge and then demonstrate inspired leadership in their schools.

All professional development is directed toward transformation versus information. It is intended to result in behavior change on the part of participants. Each strand in the Professional Development protocol must be addressed when designing quality professional development.

Delivery Models

The District is facing the challenge of providing effective professional development that does not disrupt student learning by utilizing a variety of alternative delivery models. The use of a variety of delivery modes including distance learning, the internet, and self-directing modules provide an effective avenue for alternative delivery methods. The District has, and continues to develop, a local cadre of trainers, walkthroughs, PBS and 3rd party observations (PAEC).

As differentiated instruction is effective for student learners, so must professional developers provide the same for adult learners. One size does not fit all. Professional developers must find ways to provide different things for different learners at different times.

C. Follow-Up

Coaching and Mentoring

The district incorporates coaching and mentoring activities for participants to ensure appropriate application of the knowledge and skills in the classroom. All curriculum coaches and specialists provide support and follow up services. In addition, certified Peer/Mentor Teachers provide one-on-one assistance in teaching activities and professional guidance.

Web-based Resources

Many of the district websites include support materials including walkthrough guides, implementation calendars, and professional growth plan suggestions. In addition, multiple academic resources are available in each school.

The school district currently uses video, live TV, pre-recorded content, all district-owned VHS tapes and DVDs, district-created content, including morning shows, instruction lessons, Tuesday Training (PAEC).

D. Evaluation

Implementing the System

The Professional Development System promotes the consideration of targeted student performance and provides the framework for quality professional development. The use of the professional development proposal form provides a format for attending to the professional development evaluation strand prior to the planning and delivery of the in-service component. In addition, formal program evaluations that document the impact on student achievement are available through the Office of Testing and Evaluation's Data Warehouse. Other possible evaluation tools include:

- Standardized achievement tests
- District achievement tests
- District subject specific benchmark tests (pre/post test)
- Teacher-constructed achievement tests (pre/post test)
- Checklists of performance
- Classroom Walkthrough data
- Action research and program evaluation

Professional Learning Communities

In 2010 the Franklin County School District began integrating Lesson Study into its professional development program as the vehicle to be used by the school to increase student achievement and teacher instructional focus. Intensive training, including face-to-face and distance learning plus facilitative leadership training began in 2010 and will continue through 2012. Franklin County feels so strongly about Lesson Study as a tool to enhance the educational progress in Franklin County that Lesson Study was the focus of our Race to the Top application.

Action Research

Action research provides the potential to generate genuine and sustained improvement in schools. It also provides an opportunity to reflect on and assess teaching and learning, explore and test new ideas, methods and materials, assess the effectiveness of new approaches and to share feedback with colleagues.

In efforts to promote effective strategies and programs in all classrooms, schools and the school district, several research avenues are used to review and evaluate current practices and strategies. The avenues include action research, peer reviews, and program evaluation. These are implemented at various levels in the Plan: classroom level, school-wide and district-wide. At the classroom level, teachers apply research-based strategies to individual instruction. At the school level, schools use data from various sources to make informed decisions about instructional practices and student performance. Subject area and grade level teams meet to discuss student needs and intervention strategies. The school district leadership team reviews the progress of the academic achievement and instructional professional development at its monthly meetings.