

## 3242 - PROFESSIONAL LEARNING

### Professional Learning System

Pursuant to State law, the School District will work collaboratively with the Florida Department of Education (FLDOE), public postsecondary institutions, State education foundations, teachers, consortia, professional organizations, and business/community representatives in Florida to maintain a coordinated system of learning development.

Pursuant to Florida law, the term "professional learning" means learning that is aligned to Florida's standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous.

**[Drafting Note: The definitions of "professional learning" in F.S. 1012.98 and F.A.C. 6A-5.069 are not identical. F.A.C. 6A-5.069 provides that "professional learning means learning that is designed for educators and is aligned to the State standards for effective professional learning, educator practices and leadership; incorporates active learning; is collaborative; provides models; and is sustained and continuous." While the differences are minor, Neola has included the definition of "professional learning" from F.S. 1012.98.]**

The purpose of the system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum and prepare students for continuing education and the workforce.

The District's comprehensive professional learning system will incorporate school improvement plans and align with the Professional learning standards adopted by the State, . Furthermore, the results of the performance evaluations of instructional staff members conducted pursuant to State law and School Board Policy 3220 will be used when identifying the areas for which professional learning is needed. As part of its effort to develop and refine its professional learning system, the District will review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

The District's professional learning system shall include the following:

- A. an overview of the system;
- B. a list of the collaborative partnerships established and a description of how a diverse group of stakeholders was consulted during development of the system;
- C. a description of the organizational structure of professional learning in the District;
- D. a list of the District- and school-based positions with the primary responsibility for planning, providing, implementing, and supporting, or evaluating professional learning, and a brief description of their roles related to professional learning;
- E. a description of the District's systems of professional learning programs and supports that enable instructional personnel and school administrators to continually develop throughout their career, and provide opportunities for meaningful teacher leadership and the identification and preparation of aspiring school leaders;
- F. a description of how the District implements each of the professional learning standards outlined in State Board Rule;
- G. a list of the technology platforms and programs the District uses to manage, provide, or support professional learning, and a brief description of how they are utilized;
- H. a list of the funding sources and amounts allocated for the District's professional learning resources, and the percentage of the District's total operating expenses that is allocated for professional learning for each of the last three (3) school years; and,

I. confirmation that the system meets the requirements of F.S. 1012.98.

The Board will provide funding for professional learning as required by State law and the General Appropriations Act and will authorize expenditures from other sources to continuously strengthen the District's system of professional learning. The plan will also provide for training for each teacher who will use materials that were purchased with funds allocated by the State for instructional materials, provide for in-service credit for the training, and document satisfactory completion of the training by each teacher.

The in-service activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

The District shall also provide in-service activities and support targeted to the individual needs of new teachers participating in the professional learning certification and education competency program.

Additionally, in-service activities will be made available for instructional personnel of nonpublic schools in the District and the State certified teachers who are not employed by the Board on a fee basis not to exceed the cost of the activity per all participants.

School principals may, but are not required to, establish and maintain an individual professional learning plan for each instructional employee assigned to the school. The individual professional learning plan must:

- A. be related to specific performance data for the students to whom the teacher is assigned;
- B. define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity;
- C. include an evaluation component that determines the effectiveness of the professional learning plan.

Professional learning activities **must be** linked to student learning, **and provide** professional growth for instructional staff **will and** meet the following criteria:

- A. Utilize materials aligned to the **State's educational leadership standards Florida Educational Leadership Standards adopted in rule by the State Board of Education.**
- B. Have clear, defined, and measurable outcomes for both individual in-service activities and multiple day sessions.
- C. Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
- D. Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.
- E. Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- F. Create opportunities for collaboration.
- G. Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on the needs of the role.
- H. Provide opportunities to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- I. Provide sustained duration with follow-up to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

- J.
- K. Provide training, when such training is available, on the use of instructional materials included on the State-adopted instructional materials list pursuant to F.S. 1006.28, materials evaluated and identified pursuant to F.S. 101.215 (4), materials developed pursuant to F.S. 1006.39, and materials posted online by the FLDOE, including when and how to use intervention materials.

**[X] Professional Development Certification and Education Competency Program**

**[NOTE: Choose one of the following two options]**

**☐ Option One**

The District will provide the competency-based professional learning certification program developed by the FLDOE by which members of the District's instructional staff with a State issued temporary certificate may satisfy the mastery of professional preparation and education competence requirements specified in State law and rules of the State Board of Education.

**[END OF OPTION ONE]**

**[X] Option Two**

The District will develop, and implement upon approval of the FLDOE, a competency-based professional learning certification program by which members of the District's instructional staff with a State-issued temporary certificate may satisfy the mastery of professional preparation and education competence requirements specified in State law and rules of the State Board of Education.

The program shall include the components set forth in State law, including but not limited to the specification of a minimum period of initial preparation before the participating staff member assumes the duties as the teacher of record, an assessment of teaching performance pursuant to Policy 3220 - *Evaluation of Instructional Personnel*, and the assignment of an experience peer mentor to each participant. Peer mentors utilized in this program must hold a valid professional certificate pursuant to State law, must have earned at least three (3) years of teaching experience in prekindergarten through grade 12, and must have earned an effective or highly effective rating on the prior year's performance evaluation.

**[END OF OPTION TWO]**

**Certification of an Approved Comprehensive Professional Learning Plan**

By July 1st of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive professional learning system that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle. The report will also include verification that the training was provided. Annually by August 1, the Superintendent shall certify to the Commissioner of Education that the Board has approved a comprehensive professional learning plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

**☐ The Superintendent will annually report to the Board on the implementation of the plan.**

The District shall submit its professional learning system to the FLDOE for review and approval in accordance with timelines adopted by the FLDOE and as set forth in F.A.C. 6A-5.069.

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#### **Professional Learning Catalog**

##### **A. Components**

As part of its coordinated system of learning development, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

1. a title;
2. an identifying number assigned in accordance with the FLDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);
4. a description of the specific objectives and activities to be completed; and,
5. the component evaluation criteria for determining the effectiveness of professional learning in:
  - a. addressing the specific objectives;
  - b. increasing educator knowledge and skills;
  - c. changing educator dispositions or practice in the educational setting; and,
  - d. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

##### **B. Review, Amendment, and Submission**

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

C. Record Maintenance and Data Reporting

The following information will be maintained for each component:

1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;
2. dates of participation;
3. satisfactory or unsatisfactory completion; and,
4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a Professional Certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District shall submit its professional learning catalog to the FLDOE for review and approval as set forth in F.A.C. 6A-5.071.

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.