Okaloosa County School District

District Professional Development Plan

2013-2018

School Board Approved on September 23, 2013
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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/Position</th>
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<tbody>
<tr>
<td>Dr. Connie Hall</td>
<td>Principal</td>
<td>Bluewater Elementary School</td>
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<tr>
<td>Cheree Davis</td>
<td>Principal</td>
<td>Shoal River Middle School</td>
</tr>
<tr>
<td>Brooke Lord</td>
<td>Assistant Principal</td>
<td>Choctawhatchee High School</td>
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<tr>
<td>Kathleen Armstrong</td>
<td>6-12 ELA Instructional Coach</td>
<td>Ruckel MS/Niceville HS</td>
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<tr>
<td>Susan Colby</td>
<td>K-8 ELA Instructional Coach</td>
<td>Riverside Elem/Shoal River MS</td>
</tr>
<tr>
<td>Susan Spears</td>
<td>Math Instructional Coach</td>
<td>Bob Sikes/Northwood Elem</td>
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<tr>
<td>Laura King</td>
<td>Teacher</td>
<td>Riverside Elementary</td>
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<tr>
<td>Kim Nihill-Taylor</td>
<td>Teacher</td>
<td>Niceville High School</td>
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<tr>
<td>Elaine Crump</td>
<td>President</td>
<td>Okaloosa County Educators Association</td>
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<tr>
<td>Denise Vinson</td>
<td>Specialist</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Marcus Chambers</td>
<td>Assistant Superintendent</td>
<td>Curriculum and Instruction</td>
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</table>
**Purpose of the Plan**

Dan Hull states, “Contrary to popular thought, student achievement is not tied directly to higher expectations, more accountability, high-stakes tests, more time on task, new curricula and materials, more computers, or sophisticated lab equipment. Improved student performance is the result of improved teaching skills focused on average students.”¹ (Harwell) Improved teaching results from high quality professional development in which teachers actively engage their notions about student learning with research-based instructional methods that develop into active, rigorous lessons where students are challenged to think critically, communicate effectively, and write clearly in preparation for college and careers.

The purpose of the Okaloosa County School District’s Professional Development Plan is to outline the systems and procedures in place throughout the district that support and enhance teacher and administrator development. The OCSD Professional Development Plan includes:

- Vision, Mission, and Guiding Principles for quality Professional Development
- Alignment of professional development with both state and district requirements, Florida Professional Development Protocol Standards, and Race To The Top Grant Scope of Work
- Alignment of professional development to the Florida Department of Education’s presentation of research and support through McREL
  - Professional Development Design
  - Implementation of Professional Development
  - Evaluation of Professional Development

The Okaloosa County School District’s Professional Development Plan demonstrates the district’s commitment to providing high quality professional development for instructors, administrators, and Para-professionals whose end goals are to increase student achievement and ensure rigorous curriculum and instructional methods are in place every day in every classroom to produce college and career ready students.

¹ (Harwell)
High Quality Professional Development

**Okaloosa County School District Vision**

Maximize educational systems that empower students to successfully transition into a globally competitive society.

**Okaloosa County School District Mission**

Perpetuate our commitment to educational excellence through: rigorous and relevant curriculum, accountability, and stakeholder relationships.

**Okaloosa County School District Professional Development Vision**

All stakeholders in the Okaloosa County School District share a collective responsibility to participate in continuous professional learning resulting in highly skilled, knowledgeable, and committed educators and ensuring that all students achieve and sustain high standards of learning.

**Okaloosa County School District Professional Development Mission**

The Okaloosa County School District is committed to improving student learning by providing professional development activities that are research-based, relevant to state, district, and participant needs, sustained over time, and incorporate technology so that each participant may, in turn, provide rigorous instruction that challenges students’ thinking in an effort to prepare each for college or career.

**Okaloosa County School District Professional Development Beliefs**

1. The goal of professional learning is to improve teaching and maximize learning.

2. Professional development uses a variety of approaches to accomplish its goals and includes ongoing support and time for practice.

3. Professional learning opportunities are provided within the contractual day, as well as other times beyond the school day and year.
4. Professional development provides a structure for implementing innovations related to the district’s goals and guiding principles.

5. Professional development is driven by a long-range plan that focuses on individual, teams, and district needs through continuous improvement.

6. Professional development provides opportunities for individuals to learn and work together cooperatively, ensuring that an equitable and quality education is provided to all learners.

7. Professional development requires money, strong building and district leadership, time, and human resources to provide meaningful opportunities for all learners.

8. Professional development recognizes that change is a process, not an event. Time is needed to initiate, implement, and institutionalize school improvement.
Characteristics of Quality Professional Development

A comprehensive professional development plan is one that intentionally aligns systematic, collaborative, and school-based systems to support continuous learning and improvement for all educators that results in increased student achievement. Ultimately, professional learning is standards-based, school-centered, job-embedded, and results-oriented.

Standards-based

The Florida Professional Development Protocol Standards, grounded in Florida Statutes and state law, are “based on a set of 65 standards organized into these 12 sections: 3 levels-- Educator, School, and District, and 4 strands for each level: Planning, Learning, Implementing, and Evaluating.”² (Bureau of Educator Recruitment, Development, and Retention, 2010-2014) These standards provide the foundation for planning, delivering, implementing, and evaluating all professional learning activities held at both the district and the school level in Okaloosa County.

School-Centered

Successful implementation of school-based learning communities is a result of three concepts: “…a focus on learning, a collaborative culture, and a results orientation.”³ (Many, 2008) Teacher lead learning communities that function at the school site or at a satellite location provide teachers with opportunities to learn collaboratively as they focus on improving student learning. With their eyes ever mindful of the purpose and goal of their community, teachers use school and classroom data to measure the success of their community’s work.

Job-embedded

“To be effective, professional development must provide teachers with a way to directly apply what they learn to their teaching.”⁴ (American Educational Research Association, Summer 2005, Vol 3, Issue 1) Job-embedded professional development takes place in many forms such as participating in a learning community, conducting individual activities—reading professional literature, receiving coaching support, providing mentoring to a peer, keeping a reflective log, journal, or portfolio, and classroom observations and walk-throughs.

Results-oriented

The use of data is important in professional development in two ways: first, as an object of study in a professional learning community, and second, as a tool to make decisions about teachers’ “on-the-job learning, including decisions pertaining to professional development resource allocation, content, and

² (Bureau of Educator Recruitment, Development, and Retention, 2010-2014)
³ (Many, 2008)
delivery.\textsuperscript{5} (Zepeda, 2008, p. 94) Professional development that is results-driven is focused on improving student learning and refining teacher effectiveness and practices.

\textsuperscript{5} (Zepeda, 2008)
State and District Requirements

State Requirements

The School Community Professional Development Act (F.S., 1012.98)

The 2000 Legislature enacted lawmaking to improve the quality of professional development for Florida educators. This act, known as The School Community Professional Development Act (F.S., 1012.98), provided explicit information about the components of a district professional development system. According to the Act, a district’s professional development system must:

- Be approved by DOE (substantial revisions must also be submitted to DOE);
- Be based on analyses of student achievement data and instructional strategies that support rigorous, relevant, and challenging curricula for all students;
- Provide professional learning with follow-up support for accomplishing district-level and school-level improvement goals and standards;
- Include a master in-service plan for all school district employees and fund sources;
- Require school principals to establish and maintain individual professional development plans (IPDPs) for each instructional employee;
- Provide for delivery of professional development by distance learning and other technology-based delivery systems; and
- Provide for the continuous evaluation of professional development based on teacher performance and student achievement.\(^6\)

Adapted from Florida Statutes (2007) Section 1012.98(4)(b)

Professional Learning

In the Florida Statute, professional learning is referred to as in-service activities. The statute requires that a school district’s professional learning for instructional personnel focus on the following eight categories:

1. Analysis of student achievement data;
2. Ongoing formal and informal assessments of student achievement;
3. Identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas;
4. Enhancement of subject content expertise;
5. Integration of classroom technology that enhances teaching and learning;
6. Classroom management;
7. Parental involvement; and

\(^6\) (Florida Statues, F.S., 1012.98, 2007)
8. School safety.\(^7\)

(Florida Statutes (2007) Section 1012.98.4(b)3)

**Master In-Service Plan**

School districts must submit and annually update to DOE a master in-service plan. This plan must be approved by the district’s School Board, be aligned to school-based improvement or performance plans, and be based on the following:

- Input from teachers, school instructional leaders, and school district, and
- The most recent student achievement data and research.\(^8\)

(Florida Statutes (2007) Section 1012.98(4)b)4)

**State Mandated Professional Development**

**ESOL Endorsement** (FL School Board Rule 6A-4.0244)

Educators of English Language Learning (ELL) must complete required courses to acquire skills necessary to enable students to successfully attain proficiency in the English Language and mastery of academic content. Access the FLDOE Endorsement requirements at the FLDOE Educator Certification website (http://www.fldoe.org/edcert/subjlist.asp)

**K-12 Reading Endorsement** (FL School Board Rule 6A-4.0292)

Secondary reading educators are required to obtain the K-12 Reading Endorsement to provide intensive reading instruction for struggling readers. A Reading Endorsement may be earned through either district in-service points or college credit (240 points/15 semester hours in college credit). Access the FLDOE Reading Endorsement requirements at the Educator Certification website (http://www.fldoe.org/edcert/subjlist.asp).

**Teacher Induction Program** (FL Statute 1012.56(7)(b))

New teachers are provided professional development, support services, and mentorship to acquire the tools necessary to teach effectively, demonstrate required educator competencies, and complete FLDOE requirements.

**Bullying and Harassment** (FL Statute 1006.147)

Bullying and harassment are prohibited in Florida schools. Educators, students, parents, community stakeholders, and all school personnel are required to obtain professional development that provides instructions on identifying, preventing, and responding to bullying.

**Florida Guidelines for Implementation of Professional Development System**

\(^7\) (Florida Statues, F.S., 1012.98, 2007)

\(^8\) (Florida Statues, F.S., 1012.98, 2007)
The Florida Professional Development System Evaluation Protocol serves as the guide for implementation of professional development at three levels: district, school, and educator, in four specific strands:

- **Planning**: What planning occurs to organize and support the professional development of teachers?
- **Learning**: How often and how well is the professional development delivered to teachers?
- **Implementing**: What follow-up is provided to ensure teachers use the skills and knowledge gained through the professional development?
- **Evaluation**: What evaluation occurs to ensure the professional development resulted in teacher use in the classroom and improvements in student learning as a direct outcome?\(^9\) (Bureau of Educator Recruitment, Development, and Retention, 2010-2014)

**Race to The Top Grant Scope of Work**

Okaloosa County School District participates in Florida’s Race To The Top Grant, and therefore, will be responsible for providing deliverables in the following areas of the Scope of Work (SOW):

- **Evaluation of Professional Development**: Revised PD Evaluation System, Personnel Evaluation Data, and Impact on Purpose
- **Instructional Improvements**: Faculty Development, Common Core State Standards Transition Support, Research-based Strategies, Differentiated Instruction, Assessments and Lesson Studies, and Common Planning
- **About Data**: Data Access, Data Systems, and Data Guiding Growth Plans
- **Special Purpose Programs**: Beginning Teacher Support Programs, High-Needs Students, and Low-Performing Schools

**District Requirements**

**Okaloosa County School District Strategic Plan (2010-2015)**

Professional development activities are provided to instructional and administrative personnel to support obtaining the goals in the district’s plan.


\(^9\) (Bureau of Educator Recruitment, Development, and Retention, 2010-2014)
Introduction

Professional Development System Purposes

The purpose of the Okaloosa County School District Professional Development System is aligned with the School Community Professional Development Act (F.S. 1012.98) in that each agrees that the “purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.”

Through recent legislation and State Board of Education rule revisions, districts have been provided further information about the structures and processes required of districts and schools when implementing the professional development system. Furthermore, Race to the Top (RTTT), Florida Educator Accomplished Practices (FEAPs) (SBE 6A-5.065) and the Florida Principal Leadership Standards (FPLS) (SBE 6A-5.080) provided additional guidelines about where to place emphasis for professional development. In short, the consensus of these various sources is that professional development systems must reflect the following:

- A new vision for K-12 student success focused on college and career readiness
- New and more rigorous content standards (Common Core State Standards and NGSSS)
- Repurposed and restructured personnel evaluation systems
- Revisions to core practices in the FEAPs and FPLS
- Current research on practices that impact student learning
- RTTT’s Scope of Work expectations regarding professional development (See Table 1 for Scope of Work Deliverables)
- Implementation of other state and RTTT initiatives
- An expanding array of student growth measures

13 Adapted from McREL, Preparing Districts to Evaluate Professional Development Series, Module 7: Building Internal Capacity Participant Manual, 2013
<table>
<thead>
<tr>
<th><strong>RTTT Scope of Work (SOW) issues impacting RTTT district professional development (PD) systems</strong></th>
<th><strong>Page number(s)</strong></th>
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<tbody>
<tr>
<td><strong>EVALUATION OF PROFESSIONAL DEVELOPMENT</strong> <em>(see MOU LEA Scope of Work p. 39, 40)</em></td>
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<tr>
<td>Revised PD Evaluation System: A component of the district’s PD system reflecting a revised process for evaluating the district’s PD in accordance with protocol standards, the requirements of the Memorandum of Understanding, and as described in the grant.</td>
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<tr>
<td>Personnel Evaluation Data: The district will utilize data from teachers’ and principals’ evaluations to plan and evaluate professional development.</td>
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<td>Impact on Practice: The district will evaluate the effectiveness of PD based on changes in practice and student outcomes.</td>
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<td><strong>INSTRUCTIONAL IMPROVEMENTS</strong> <em>(see MOU LEA Scope of Work p. 42)</em></td>
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<tr>
<td>Faculty Development: Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6).</td>
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<tr>
<td>Common Core State Standards Transition Support: Teacher content knowledge with a focus on the CCSS (aligns with Protocol 1.2.2; 2.2.2; 3.2.2).</td>
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<tr>
<td>Research-based Strategies: Instructional strategies and methods for implementation of the Common Core State Standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)</td>
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<td>Differentiated Instruction: Methods, strategies and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)</td>
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<td>Assessments and Lesson Studies: Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B) (3.2)] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1)</td>
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<tr>
<td>Common Planning: Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)</td>
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<tr>
<td><strong>ABOUT DATA</strong> <em>(see MOU LEA Scope of Work p. 42)</em></td>
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<td>Data Access: A comprehensive plan to deliver professional development to teachers, principals and administrators on how to access local instructional improvement and state-level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5).</td>
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<td>Data Systems: Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4).</td>
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<tr>
<td>Data Guiding Growth Plans: Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5).</td>
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<td><strong>SPECIAL PURPOSE PROGRAMS</strong> <em>(see MOU LEA Scope of Work p. 42)</em></td>
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<td>Beginning Teacher Support Programs: Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2)</td>
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<tr>
<td>High-Needs Students: Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)</td>
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<td>Low-Performing Schools: If the district has schools in the 5 percent of persistently lowest-performing schools and is participating in the Leadership Academy, include the academy in the plan [Ref. Section (E), Struggling Schools]. (Mark “NA” if no qualifying schools)</td>
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<tr>
<td><strong>ADDITIONAL DISTRICT SPECIFIC RTTT ISSUES – add if applicable</strong></td>
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<tr>
<td>Local Instructional Improvement System: Professional development on use of data (see MOU p. 13)</td>
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**OPTIONAL: ANY OTHER PD POLICIES/PRACTICES INCLUDED FOR REVIEW AND APPROVAL** Provide a brief description and indicate page number(s): 1.

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Table 1 Local Education Agency (LEA) Professional Development Scope of Work Deliverables in Florida’s RTTT Reform Plan
A Focus on College and Career Ready Students
The Curriculum and Instruction Department, working hand-in-hand with the Professional Development Department, is spearheading the district’s efforts to ensure all students will be college and career ready by graduation. The vision of these two departments reflects the district’s vision of comprehensive, yet engaging professional development for all staff at all schools that directly align to Common Core State Standards and their application across language arts, math science, social studies, history, and Career and Technical Education.

In order to provide an improved foundation for professional learning aligned with the rising expectations of student achievement, instructional and leadership strategies, and professional learning processes, the Curriculum and Instruction and Professional Development Departments work collaboratively to plan and produce high-quality professional development training modules, provide access to the modules and related materials/resources, and offer Train-the-Trainer opportunities for CCSS School Team members prior to district release days.

Because the school district believes that systemic change occurs when teachers’ practices transform as a result of focusing development activities on student learning, the district, in an effort to provide a consistent message in all school-based learning activities, will produce one forty-five minute to one-hour training module each month whose topic is differentiated based on building level, content area, and subject matter. Six Common Core Teachers on Special Assignment work collaboratively with the Elementary, Middle, and High School Curriculum Directors, Assistant Superintendent of Curriculum and Instruction, and Professional Development Specialist to analyze data, plan, and create a series of monthly professional development modules for use in the district provided monthly release time. Schools’ Professional Development Site Plans include the annotations of each month’s professional learning focus based on the yearlong district vision of connected, comprehensive activities that build a foundation of knowledge and strategies to support rigorous content area instruction aligned to CCSS. Through a top-down approach, the district provides a foundational layer of new knowledge related to CCSS which the schools continue to develop through professional learning communities, classroom-level follow up activities provided by instructional coaches, and through visitation to CCSS Exemplar Classrooms at the elementary, middle, and high school levels.

Thus, a multi-tiered approach to professional development has been created across the district and in each school. The diagram below demonstrates this multi-tier approach:
While the district’s position is at the top of the diagram, the focus of the CCSS training modules infuses into all three areas of professional learning at the school level, thus making each support agency an integral part of this team.

**CCSS School Teams**
These school-based, cross-curricular and multi-grade level or department teams have been hand-picked by the administrators to be comprised of teacher leaders, instructional coaches, and initiators of change. As a forward-thinking group, these team members are responsible for attending district and state activities to increase knowledge of CCSS and instructional practices across ELA, math, literacy, and CTE. The leadership of this team will provide the guidance and support at the school level as the district progressively moves all curriculum and assessments to those aligned with CCSS and summative assessments to measure mastery of standards. In addition to attending state and district CCSS activities, this team is responsible for delivery of the district-provided monthly CCSS training module during the district release time, Late Start for high schools, and early release for middle, K-8, K-12, and elementary schools. Train-the-
Trainer activities are held monthly prior to the district-provided release date for team members to increase knowledge about the content of the module and gain insights into ensuring an active, engaging presentation. At this activity, CCSS TSAs deliver a presentation of the module with discussion about the intended content of the training, stopping to answer questions and offer advice on how to differentiate the module based on staff knowledge level.

**CCSS Teachers on Special Assignment**
These six unique instructional leaders have many job responsibilities directly related to the district’s vision of ensuring all students are college and career ready upon graduation. As mentioned above, the TSAs are an integral part of the departmental teams that create a series of monthly CCSS-focused training modules for schools use during district-provided release days. Another responsibility of these six educators is to provide development for and classroom support of district-selected CCSS Exemplar Teachers. The district has initiated a three-year program commencing in the 2013-2014 school year in which teachers apply to become a district portal for professional development across their building level for teachers to observe instructional practices aligned with district CCSS training modules. Elementary, middle, and high school teachers selected will receive a stipend at the end of the school year for the creation of a rigorous content-area lesson plan that incorporates exemplary instructional strategies aligned with CCSS. Each teacher will receive individual support across the year in her/his classroom from a TSA who will provide support through coaching activities until the teacher is able to accurately and confidently instruct with rigorous instructional methods. At that time, the teacher’s classroom will be open for visitation, with schools receiving two release days to provide substitutes for teachers to visit a classroom that correlates with their job responsibilities. Teachers on Special Assignment are also available to deliver onsite professional development activities related to CCSS as requested by building administrators.

**Instructional Coaches**
In an effort to accomplish the district’s vision of comprehensive, yet engaging professional development for all staff at all schools that directly align to Common Core State Standards, the Instructional Coach Program was revised to increase staff in math and to redistribute literacy-based coaches in accordance with school needs. In the newest model, the district schools have been divided into “hubs” that house between six and eight schools. Each hub has a rationale for placement of schools contained within it. Some hubs have pairs of moderate and high performing elementary schools where the literacy-based instructional coach splits time between the two schools. One hub contains pairs of feeder patterns in middle/high schools and middle/elementary school in order to provide better opportunities for alignment in vertical planning. Some instructional coaches simply serve one school, regardless of hub location, because these schools represent some of the neediest schools in the district based on student
achievement data, demographics, and recent data patterns and trends. Regardless of location, all instructional coaches’ job responsibilities focus on two main priorities: providing job-embedded professional development activities in teacher’s classrooms and delivering the district CCSS training module on release days as part of the CCSS School Team. The accomplishments of the instructional coaches at providing classroom level follow-up to release day activities and at serving teacher needs through a variety of coaching activities will define the success of this newly revised program.

**District-Provided Release Time**

Once monthly on the first Thursday, teachers in all schools are provided two and one-half hours of release time to engage in professional learning activities related to CCSS. While elementary and secondary ELA or Literacy teachers remain on campus to engage in learning, the district also provides satellite professional learning activities across the county for math, science, and CTE teachers in an effort to ensure each group receives relevant learning for each one’s content area. These content area teachers have the choice of attending the satellite learning activity when they will interact and collaborate with colleagues from multiple schools who teach the same courses, or they may remain at their home campus and participate in a smaller professional learning community. At either location, math, science, and CTE teachers will engage in the district CCSS training module before entering their professional learning community.

**Sharing the Work with Other Institutions**

The OCSD, in partnership with Northwest Florida State College, has collaborated to create a distance-learning module for instructional or administrative staff to successfully complete for in-service hours. The module’s purpose is to increase knowledge of how to unpack CCSS utilizing the Inside-Out Method by Wiggins and McTighe. The 6-in-service credit module contains research-based literature and video clips to engage the participants as they learn to unpack standards in content areas before ultimately unpacking a standard related to their content and creating a lesson template with resources, objectives, a formative assessment, and other items related to curriculum planning. Through the financial support of NWFSC, the participants who register for the module will receive copies of the following professional literature: Understanding by Design (Wiggins & McTighe)\(^{14}\) and Unwrapping the Standards: A Simple Process to Make Standards Manageable (Ainsworth)\(^{15}\).

\(^{14}\) (Wiggins & McTighe, 2006)
\(^{15}\) (Ainsworth, 2003)
Deliberate Practice Related to College and Career Ready Students

Associated Practices Supporting “A Focus on College and Career Ready Students”

1.1 Understanding the Standards Framework

All instructional and administrative personnel engage in individual and collegial efforts to deepen understanding of the overall framework of student academic standards in the Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSS).

The OCSD is committed to supporting instructional staff and administrators in deepening their understanding of the overall framework of student academic standards in both the CCSS and NGSS. Two activities relate to this practice—one district and one individual—have been prepared in support of deepening this knowledge. The district has prepared a professional learning activity with target audiences being individual teachers, instructional coaches, administrators, and CCSS School Teams whose purpose is to increase knowledge of how to unpack standards, both CCSS and NGSS, utilizing the Know Understand and Do method by Carol Ann Tomlinson.\(^\text{16}\) (Tomlinson, Brimijoin, & Narvaez, 2008) Course offerings for teachers, administrators, and instructional coaches will take place during the summer of 2013 and at selected times during the 2013-14 school year; additionally, at any point in the 2013-2014 school years, teachers may register for and engage in the distance-based unpacking standards course created by OCSD and NWFSC. CCSS School Teams will also receive training through district presentation of the KUD Unpacking Standards module over the summer of 2013 in order to prepare these school leaders to support this process in their buildings across the school year. As the OCSD is a site-managed district, each school team will utilize their Professional Development Site Plan to identify when and for whom this activity will be offered in the 2013-2014 school years.

1.2 Use of Course Requirements

Individual and collegial efforts of classroom teachers, their supervisors and instructional coaches, deepen understanding of specific course requirements for courses/subjects taught.

The baseline repertoire of effective educator practices includes:

- Mastery of the course requirements embedded in course descriptions
- Use of those requirements in instructional design and lesson planning, instructional delivery and facilitation, and assessment

\(^{16}\) (Tomlinson, Brimijoin, & Narvaez, 2008)
• Monitoring alignment between activities and assignments in lesson plans with the learning goals and state standards applicable to the course.

The Curriculum and Instruction Department has created four quarterly “placemats” in language arts and math for each grade level in elementary school that contain the CCSS and NGSSS in a blended format per quarter to serve as temporary pacing guides for instructional planning until the SY 14-15 when all grade levels will be at full implementation of CCSS. In the secondary setting, quarterly placemats have also been prepared for middle school language arts—regular and advanced, intensive reading, and all social studies courses as well as for high school language arts—regular, honors, and college preparatory, intensive reading, and all social studies courses. Pacing guides have been created for all secondary math course descriptions. Professional development activities related to these placemats and pacing guides will be provided to all departments or grade levels by the CCSS TSAs during pre-school planning or as requested across the school 2013-14 years in order to assist teachers in mastery of the course requirements embedded in course descriptions.

To further strengthen the use of the requirements in instructional design and lesson planning, all teachers will select a professional learning community in which to participate during the last one and one-half hours of monthly release time during Late Start or Early Release. A Technical Assistance Paper about Professional Learning Teams along with two team planning documents, professional development PowerPoint, and Facilitator’s Guide were provided to school-based administrators to train team members on the roles, procedures, and resources needed to effectively work as a collaborative team. Schools may determine which type of learning communities to offer school-wide with the following as examples of choices: lesson design team, data cycle team, or student work study team. Lessons and assessments created in all learning communities will be implemented and refined based on student and teacher data samples. Monitoring alignment between activities and assignments in lesson plans with the learning goals and state standards applicable to the course will be a responsibility of the school administrative team as part of their follow-up to professional learning communities as well as part of their routine review of lesson plans to ensure fidelity of implementation of standards.

1.3 Alignment and Relationships

To deepen understanding that “it’s all the same work,” design of and engagement in professional learning includes individual and collegial practices that specifically target the relationships between specific initiatives or tasks and the student learning they support.
Routinely embedding such practices in professional learning serves to align the work and clarify the relationships of the professional learning to the mission of “college and career ready students.”

The collaborative relationship between the Curriculum and Instruction and Professional Development Departments illustrates the commitment the OCSD has in aligning and developing relationships between individual and collegial practices as they relate to professional learning activities. As this team created a yearlong plan for district-provided CCSS professional learning modules for school usage, a main focus was to link all building level presentations by utilizing the same strategies, assessments, and text type so that all stakeholders understand that “it’s all the same work” from kindergarten through twelfth grade. Each monthly ELA, Literacy, and Math training module has been differentiated for elementary, middle, and high school audiences, but still maintains the same focus, activities, strategies, and assessments. Through the district-provided professional learning activities, the district’s vision of deepening stakeholders’ understanding of the spiraling effect in the CCSS from kindergarten through grade twelve is demonstrated.
The Priority Shifts in Professional Development

Associated Practices Supporting “Priority Shifts in Professional Development

2.1 School-based Focus

School and district leaders who are engaged in selection, design, and/or delivery of the deliverables of the professional development system shift the priority focus of their work from providing “exposure to information” to “actual implementation of learning” at the school site. This is a shift in the distribution of time and resources. “Knowledge transmission events” held off school sites must be balanced or merged with increased support for efforts to implement professional learning at the school site. This will include design and delivery of arrays of school-based collegial processes and practices that facilitate implementation of targeted learning at the classroom or school site. The impact of professional learning in the classroom is the most important segment of the process.

It is the professional development practice in the Okaloosa County School District for the majority of development activities to occur at the school site as job-embedded professional development. Through the use of district instructional coaches, the CCSS School Team, and district release time, instructional staff and administrators participate in two and one-half hour monthly development activities that include CCSS activities and professional learning communities. Annually, schools submit for review and revision a school-based Professional Development Site Plan that articulates the district development goal, school goals aligned to the district goal, the school’s performance plan, and development objectives. In addition, all development activities and goals are identified monthly and by semester, respectively. For each semester’s activities, a method of evaluation of teacher and student change is also indicated. Activities in this plan are flexible and may be adjusted to best meet the development needs of the staff based on data and/or feedback from staff.

In an effort to differentiate professional learning further, content area teachers in math, science, and Career and Technical Education are able to attend voluntary district release time, Late Start or Early Release, development activities at a satellite location where the district-provided CCSS activity and professional learning community time is facilitated by CCSS TSAs, district content specialist, and district curriculum directors. This effort is not to disengage teachers from on-campus activities, but rather to encourage and foster deep collaborative relationships between teachers who teach the same course, but are located on different campuses. Although the development activity occurs off campus, the
expectations for implementation of new learning and evaluation of results are the same district-wide.

2.2 Emphasis on Development

District resource supports for professional learning deliverables shift from “training” events focused on knowledge transmission to “development” processes focused on facilitating actual changes in instructional practices in classrooms and schools. Supporting efforts to implement improvements are an essential element in effective professional learning.

All teacher and administrator development activities in Okaloosa County typify the expectations of the Florida Professional Development Protocol Standards. The expectations of these standards are such that all teacher and administrator development activities utilize adult learning theory to impart new knowledge, provide opportunities during development for instructor modeling and participant practice with appropriate and timely feedback provided to ensure masterful learning, provide expectations for classroom implementation with identified classroom follow-up support personnel, and identify success criteria and formative measures to use in determining the participant’s and students’ level of change. Each school’s Professional Development Site Plan clearly defines the development activities, timeline for implementation, evaluation methods, and person responsible for fidelity of implementation, and the alignment to the teacher evaluation system. Lastly, development activities at each school are cataloged in the district’s professional development portal, MyLearningPlan, through an activity request. Each school-based request form requires activity objectives, methods of follow up, and teacher/student change evaluation criteria in order to be approved by the Professional Development Department.

2.3 Standards-based Focus

The majority of professional development supported by district resources and implemented at school sites is aligned to standards and state and district initiatives leading to “college and career ready” students. Aligning the professional learning to the student learning it supports makes a difference.

The focus of the majority of professional development supported by district resources and implemented at school sites is directly related to standards, both CCSS and NGSSS, and state and district initiatives leading to “college and career ready” students. All district and school-based activities are recorded in the district professional development portal,
MyLearningPlan, and can be reviewed at any point across the year for alignment to this practice.

2.4 Professional Learning Cultures

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.

The OCSD promotes and champions strong professional learning cultures in each school by authorizing each school leader to configure a CCSS School Team of instructional leaders who facilitate professional development activities and support practitioner changes on each campus.

2.5 Master In-Service Plan Priorities

   Master In-Service Plan components are provided that support the work of professional learning communities such as lesson study and other professional study groups, and the deliberate growth actions of individual educators and leaders that result in highly effective performance levels.

The School Board approved Master In-Service Plan contains components that support the work of varied and differentiated professional learning communities and the deliberate growth actions of individual educators in order to develop educators and leaders who maintain highly effective performance levels. It is a district expectation that all MIP components maintain expectations of participant implementation of new learning in their current position with an evaluation of the success of implementation as determined by teacher and student changes.
Professional Development Design

Needs Assessment
A shift in focus of the professional development system design rests in the content of the needs assessment. Since the emphasis for professional development rests solely on the instructional and leadership practices that make the greatest impact to student learning, the primary focus for needs assessment has shifted to those areas most closely associated with improvements in student learning. Hence, professional development needs assessment must include data pertaining to instructors’ and school leaders’ knowledge and use of instructional and leadership practices outlined in the FEAPs and FPLS and the effects of these practices on student achievement.

The Okaloosa County School District in alignment with the Florida Professional Development Protocol Standards has annually collect needs assessment data at three levels: educator, school, and district.

- Educator data—individual teachers review needs for certification, performance evaluation data, classroom-level disaggregated student achievement and behavioral data related to content area skills, competence level to implement strategies in their individual professional development plans, school performance plans, and accomplish school and team goals.

- School data—the school leads and supports an analysis of classroom-by-classroom data that is disaggregated by content, skill area, and by subgroups needing special assistance. In an effort to identify possible root causes for student performance, the school also reviews additional data such as attendance rates, discipline referrals, and parent satisfaction surveys. Final data sources for administrators to consider are the results of teachers’ performance evaluations that identify needs for individuals, teams, or the whole faculty.

- District data—in order to identify district professional development needs, multiple data sources such as school-by-school disaggregated student achievement data, behavioral data, school climate surveys, discipline reports, and parent satisfaction surveys are analyzed.

With the new requirements for professional development practices and procedures, Okaloosa County must consider data that focuses on learning related to:

- Instruction of the standards assigned to the course
- Educators’ proficiency in FEAPs and FPLS practices
- Use of individual growth plans as part of the school and district culture
- Implementation of the district’s evaluation system with fidelity
• Alignment of needs with school and district improvement plans
• Alignment of state and district initiatives to focus on college- and career-ready outcomes
• Understanding of the relationships between state standards, district curriculum, and teacher-crafted learning goals and activities
• Alignment of the professional development system with the state content standards based on teacher needs to learn new content\(^{17}\)

Table 2 identifies various sources of data available in Okaloosa County School District and identifies the intended purpose of use in the district professional development plan.

**Table 2 Sources, Use, and Collection of Data in District Professional Development Plan**

<table>
<thead>
<tr>
<th>DATA</th>
<th>Sources of Data</th>
<th>Disaggregation types</th>
<th>Used in professional development needs assessment</th>
<th>Collection Agent or Agency</th>
<th>Frequency of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student achievement on state assessments by content area skills</td>
<td>Florida Comprehensive Achievement Test (FCAT) 2.0: Reading, Math, Writing, and Science</td>
<td>district school classroom content area and skills subgroups</td>
<td>Used to identify priority needs of district development activities and for schools to target site-based development activities and PLC focus</td>
<td>Assessment Analyst</td>
<td>Annually (summer)</td>
</tr>
<tr>
<td>Student achievement on district assessments by content area and skills</td>
<td>1. Discovery Education Assessment (DEA): Reading, Math, Science 2. Semester</td>
<td>district, school, classroom, skills</td>
<td>Used to identify priority needs of district development activities and for schools to target site-based development activities and PLC focus</td>
<td>1. Curriculum Directors—Elem, Middle and High School; school principals</td>
<td>1. Fall, mid-year, spring 2. After semester one 3. Annually, end of year</td>
</tr>
</tbody>
</table>

\(^{17}\) Adapted from McREL, Preparing Districts to Evaluate Professional Development Series, Module 7: Building Internal Capacity Participant Manual, 2013
<table>
<thead>
<tr>
<th><strong>Student achievement on classroom assessments by content area and skills</strong></th>
<th><strong>Formative assessments</strong> such as pre- and post-tests, rubrics, checklists, etc.</th>
<th>classroom, skills</th>
<th>Used at the school level to identify needs for development activities</th>
<th>School principals</th>
<th>Quarterly or at end of lesson study cycle or data team cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavioral data</strong></td>
<td><strong>Attendance Discipline referrals, suspensions, expulsions</strong></td>
<td>district, school, classroom, subgroup</td>
<td>Used at the district level to identify needs for development activities by district or schools</td>
<td>Safe School Coordinator, principals</td>
<td>Quarterly, annually</td>
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<tr>
<td><strong>Parent Satisfaction Data</strong></td>
<td><strong>School Climate Surveys</strong></td>
<td>district, school</td>
<td>Used at the district level to identify needs for development for district, schools, or administrators</td>
<td>Data Processing Program Director</td>
<td>Annually</td>
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<tr>
<td><strong>Teacher Use of Specific Instructional Strategies</strong></td>
<td><strong>Formative data related to school improvement plan and individual professional</strong></td>
<td>school</td>
<td>Used at the school level to identify needs for school-based development, and needs of</td>
<td>Principals</td>
<td>Quarterly</td>
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<tr>
<td><strong>Educator content knowledge and skills (new)</strong></td>
<td><strong>Formative measures designed to identify content knowledge and skills</strong></td>
<td><strong>district school</strong></td>
<td><strong>Used at the school and district level to identify development needs of district, school, departments/grade levels by course or content area</strong></td>
<td><strong>District Content-Area Specialist</strong></td>
<td><strong>Annually</strong></td>
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<td><strong>Educators participation in professional development</strong></td>
<td><strong>MyLearningPlan reports, district and school surveys</strong></td>
<td><strong>district school administrator vs. instructor district department individual</strong></td>
<td><strong>Used at the district level to identify frequency and need of development activity offerings</strong></td>
<td><strong>Professional Development Specialist</strong></td>
<td><strong>Quarterly</strong></td>
</tr>
<tr>
<td><strong>Educator performance evaluation results</strong></td>
<td><strong>Teacher evaluation</strong></td>
<td><strong>district school individual subgroup</strong></td>
<td><strong>Used at district and school levels to identify</strong></td>
<td><strong>Teacher Evaluation Program Director</strong></td>
<td><strong>Annually</strong></td>
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<td>Principal use of specific competencies and skills as an instructional leader</td>
<td>Principal evaluation</td>
<td>district</td>
<td>Used at district level to identify development needs of school leader group and individuals</td>
<td>Deputy Superintendent</td>
<td>Annually</td>
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<tr>
<td>Principal participation in leadership development activities (new)</td>
<td>MyLearningPlan report, district survey</td>
<td>district</td>
<td>Used at district level to identify development needs of school leader group and individuals</td>
<td>Professional Development Specialist</td>
<td>Annually</td>
</tr>
<tr>
<td>Principal evaluation results</td>
<td>Principal evaluation measures</td>
<td>district</td>
<td>Used at district level to identify development needs of school leader group and individuals</td>
<td>Deputy Superintendent</td>
<td>Annually</td>
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<tr>
<td>Results from evaluation of professional development</td>
<td>MyLearningPlan post workshop evaluations, formative data from school development activities</td>
<td>district</td>
<td>Used at district and school level to revise development activities and delete ones that demonstrate lack of improvement in teacher/student skills</td>
<td>Professional Development Specialist</td>
<td>Annually</td>
</tr>
<tr>
<td>Teacher satisfaction with professional development</td>
<td>MyLearningPlan post workshop evaluations, formative data from school development activities</td>
<td>district school</td>
<td>Used at district and school level to revise development activities and delete ones that demonstrate inadequate teacher satisfaction</td>
<td>Professional Development Specialist</td>
<td>Annually</td>
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Using Needs Assessment Data

Data collected from needs assessment sources will be displayed in visual configurations and analyzed by the Professional Development Steering Committee as well as members of the district leadership team in order to determine trends and patterns of need across the district, schools, individual educators, and student subgroups. Upon drawing conclusions about the data, reports will be generated to discuss the findings of the analyses and distributed to the agencies that will utilize the information to plan professional development activities for school leaders and educators.