



PROFESSIONAL LEARNING SYSTEM

**Leon County
Schools**

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I. Professional Learning System Overview and Development

A. Overview of the Professional Learning System

Prompt 1. Provide an overview of the district’s professional learning system. This overview must include the district’s professional learning mission and vision.

<p><u>Mission</u> To deliver Professional Learning that is job-embedded, responsive to needs, respectful to experience, and impactful.</p> <p><u>Vision</u> In alignment with the overall mission and vision of Leon County Schools, Academic Services aims to prepare and assist educators and leaders in preparing students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.</p> <p><u>Belief Statement and Theoretical Background</u> We believe High-Quality Professional Learning is:</p> <p>Job-Embedded: To develop true “professional learning,” training opportunities must be planned and organized to maximize “usage time” and coaching in implementation of the strategies learned. Consistent with adult learning theory and general theories of knowledge acquisition, the process of utilizing knowledge gained in training opportunities is an essential component in transferring the knowledge to an individual’s schema and practice. This is true for students, teachers, and teacher leaders. Therefore, we believe that providing training opportunities which focus on utilization of strategies are an essential part of the professional learning process. To accomplish this, we utilize a system of processes for defining and documenting job-embedded training activities.</p> <p>Responsive to Needs: High quality professional learning should address the immediate needs of the professional served. Therefore, careful advance planning of all professional learning programs is essential to the health of the professional learning system. Gauging responsiveness, usefulness, and need of training through continuous improvement processes is essential to upholding the belief that our team is here to serve teachers and leaders in their career journey and their service to our students.</p> <p>Respectful of Experience: Research indicates the major issue reported in many training programs purchased in districts is a lack of understanding and application of knowledge to the context of participants. Additionally, many training opportunities are enacted as a “one size fits all” event with no opportunity for differentiation and extension of learning. We believe that this is best solved through providing teachers with high-quality support in choosing and planning their professional learning journey. A thorough and careful plan for continuous improvement at the level of an individual or a site ensures that opportunities for learning are adequately aligned to the knowledge and skill levels of practitioners.</p> <p>Evidence-Based: Professional learning encourages the processes of inquiry and reflection on actions that lead to tangible results and change. To create the best outcomes for both educator learners and teacher learners, high-quality professional learning incorporates evidence-based adult learning models to lead to successful outcomes and to guide participants towards positive change.</p> <p>Impactful: Professional Learning is a costly endeavor in both financial terms and in terms of time-management. Therefore, we believe it is critical that while professional learning is framed as a process of</p>	
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continuous improvement for those all of those involved, there must also be a continuous improvement plan for initiatives and systems which govern professional learning. To this end, our team will engage in activities which will allow all stakeholders to provide feedback on our programs, review quantitative data to support continuous improvement of training programs, and will make the results of our continuous improvement and impact studies transparent to all stakeholders.

Structural Overview of Leon County Schools' Professional Learning System

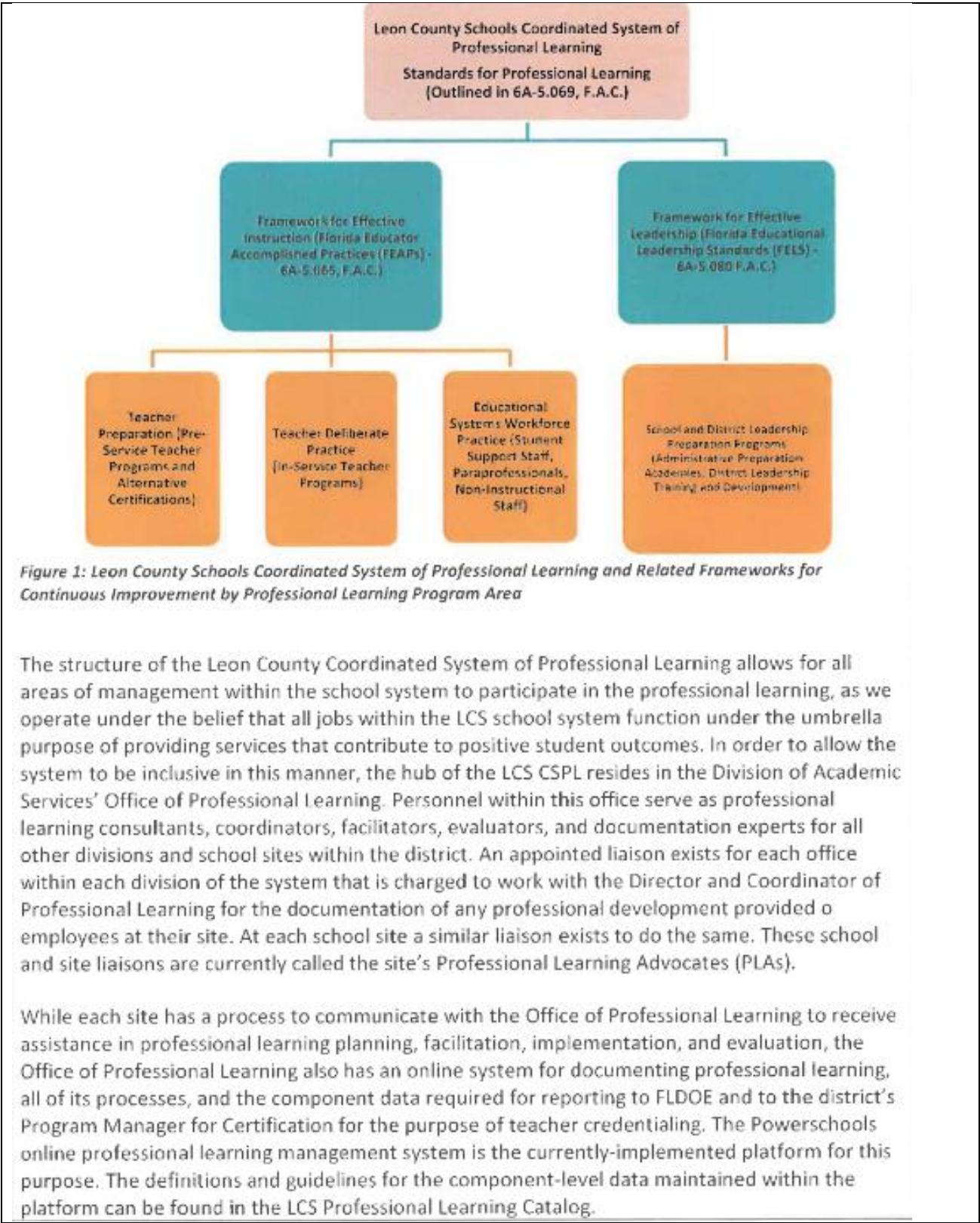
Part One: Law and Policy

The LCS System of Professional Learning is authorized and governed, first and foremost, by Florida Statute 1012.98, the School and Community Professional Development act. In this statute, the purpose of a coordinated statewide system of professional development is outlined as increasing student achievement through the use and enhancement of effective instructional practices and rigorous and relevant curriculum.

Additionally, state board rules 6A-5.069 (School District Professional Development Systems) and 6A-5.071 (Professional Learning Catalog) outline the specific requirements for professional development data collection, governance, and evaluation that the Florida Department of Education (FLDOE) utilizes in its operationalization of 1012.98, f.s. Other relevant state-mandated program rules that are included in the construction of the Leon County Schools Coordinated System of Professional Learning include 1012.56(8), f.s. [Florida Educator Certification Requirements for Teacher In-Service]; 6a-5.066, F.A.C. [Approval of Teacher Preparation Programs]; 1012.575 f.s. [Alternative Preparation Programs for Certified Teachers to Add Additional Coverage]; 1012.986, f.s. [William Cecil Golden Professional Development Program for School Leaders]; 1012.562, f.s. [Public Accountability and State Approval of School Leader Preparation Programs]; 6A-5.081 F.A.C. [Approval of School Leadership Programs].

The local programs that comprise the Leon County System of Professional Learning are governed by rules which outline locally and nationally accepted standards for all areas of educational practice, including the Learning Forward National Standards for Professional Learning and the Florida-Adopted Standards for Professional Learning. These standards set the success metrics utilized for systemic continuous improvement within the Leon County System of Professional Learning. [Leon County Schools policy 3242](#) outlines the purposes and responsibilities of the coordinated system of professional learning. LCS policy instructs that the district is responsible for the annual production of the professional learning catalog, the collaboration with employees, local stakeholders, and the community to determine needs and plans for action related to professional learning. Additionally, policy instructs that the district shall be responsible for all program data and reporting of employee participation in professional learning in order to support the district's work in continuous school improvement.

The figure below outlines the connection between the standards and alignment of evaluative frameworks for the LCS Coordinated System of Professional Learning. Alignment of professional learning program areas to standards allows for a well-round mechanism to capture the system's ability to effectiveness build capacity, deliver services matched to personalized needs, make responsible financial choices, and, ultimately, lead to continuously improving outcomes for the students of Leon County Schools.



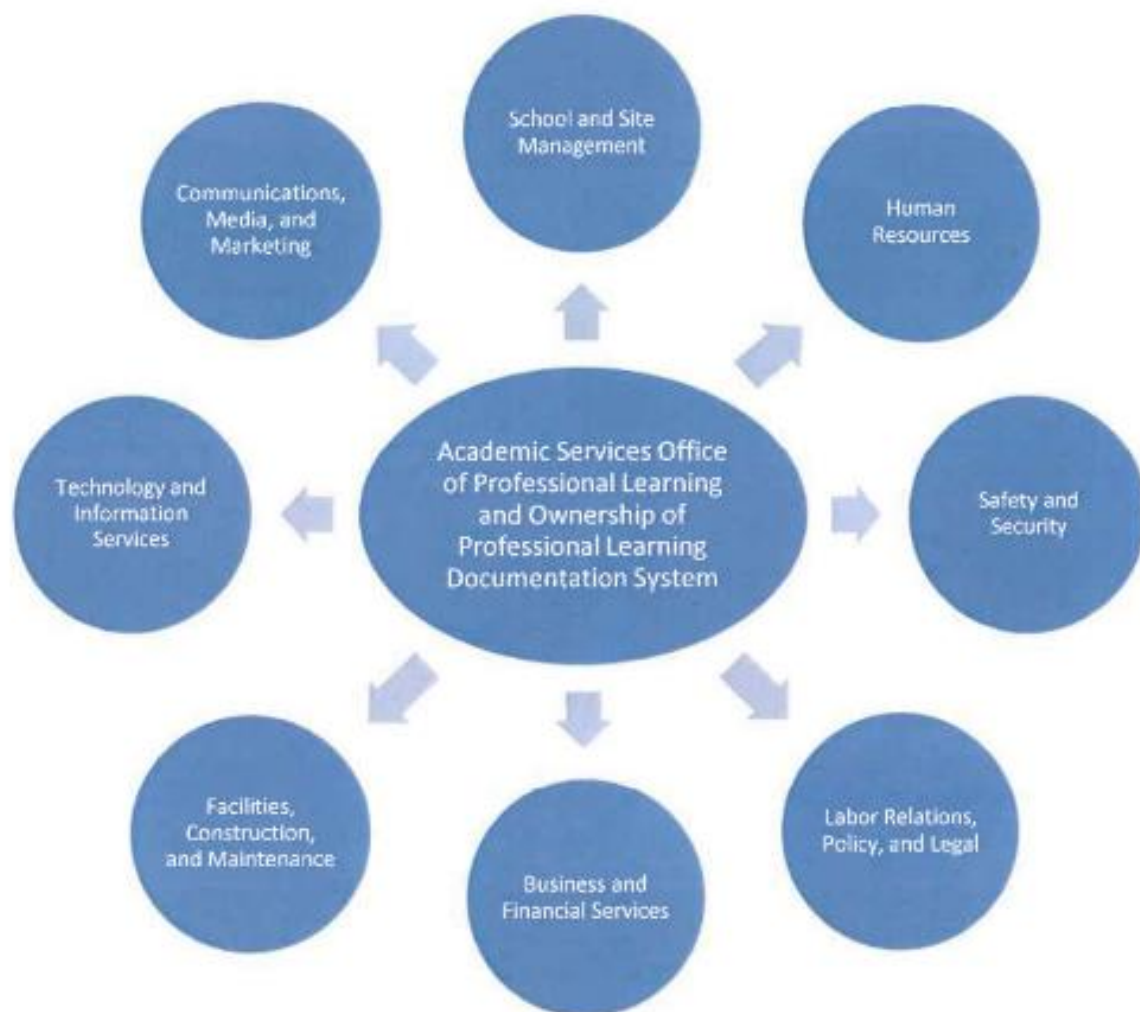


Figure 2: Structure of separate divisions and departments to which the LCS Academic Services Office of Professional Learning provides professional learning assistance and credentialing documentation.

B. Collaborative Partnerships and Consultation

1. Collaborative Partnerships List

Prompt 2. List the collaborative partnerships the district established during the development of the professional learning system.

Stakeholder Group	Position Title and Affiliation	Method of Engagement
Internal Professional Development Program Leadership	<ul style="list-style-type: none"> Instructional Developers PL Leadership Teams Endorsement Course Facilitators 	<ul style="list-style-type: none"> Formal & Informal Meetings Data from PD Opportunities and Coaching
External Community Partnership Representatives	<ul style="list-style-type: none"> FSU FDLRS Flagler TCC FAMU FIN PAEC LFFL 	<ul style="list-style-type: none"> Coordinated PD System Surveys Formal Partnership Routine Meetings (once per semester with IHEs as a group and outside providers as a group) and Meetings by request as needed
Parents and Community	<ul style="list-style-type: none"> ESE DAC TI DAC General DAC 	<ul style="list-style-type: none"> Meeting Minutes/ Questions and comments Prosed from Meetings Directly to PL Staff (Listening Group Meetings for Specific Initiatives)
School Leadership	<ul style="list-style-type: none"> Principals Assistant Principals of Curriculum 	<ul style="list-style-type: none"> Coordinated PD System Surveys Program-specific focus groups (As Needed) Monthly Meetings
Aspiring School Leaders	<ul style="list-style-type: none"> Level II Aspiring Administrators Institute Academic Coaches 	<ul style="list-style-type: none"> Coordinated PD System Surveys PD Implementation Surveys Formative and Summative Professional Learning Tasks
District Administrators and Department Leaders	<ul style="list-style-type: none"> LCS Leadership Department Directors and Coordinators Project Managers 	<ul style="list-style-type: none"> Coordinated PD System Surveys PD Implementation Surveys Program-Specific Focus Groups (As Needed)
Teachers & Staff	<ul style="list-style-type: none"> Classroom Teachers Union Representation Instructional (non-classroom) Support Staff 	<ul style="list-style-type: none"> Coordinated PD System Surveys PD Implementation Surveys Formative and Summative Professional Learning Tasks Deliberate Practice Plan (DPP Data) Climate Surveys PD Implementation Surveys and Participation Data
Students	<ul style="list-style-type: none"> Student Advisory Council K-12 Student enrolled in LCS 	<ul style="list-style-type: none"> Coordinated PD System Climate Surveys Student Achievement Data
Local Business Community	<ul style="list-style-type: none"> LCS Foundation 	<ul style="list-style-type: none"> Coordinated PD System Surveys Partnership

2. Consultation Process

Prompt 3: Describe how the district consulted with a diverse group of stakeholders to develop the professional learning system.

The district has historically included a group of many stakeholders in the development and continuous improvement of the coordinated system of professional learning. The groups in the chart above (1. Collaborative Partnerships List) are regularly engaged via the methods outlined. These processes of engagement were utilized in the writing of the most current systems document, and these same groups will be consulted on its final versions and continued changes via the LCS Coordinated System of Professional Learning Advisory Board (PLAB). The PLAB meets three times per year (Fall/ Winter, Spring, and Summer/ Back-to-School) for the purpose of reviewing data related to professional learning, professional learning success metrics and updates on key initiatives, and to foster decision-making and collaboration between the stakeholders listed in the chart above, PLAs from district schools and sites, and other interested stakeholders.

Beyond the stakeholder groups represented on the PLAB, the district regularly consults with and presents information to the District Advisory Council (DAC), the Student District Advisory Council (SDAC), and at LCS School Board meetings. Local non-profit groups and organizations such as the Southern Shakespeare Company, the Florida Center for Reading Research (FCRR), public television (EFSU-PBS), the Tallahassee Science Society, and FSU-Teach STEM programs regularly provide input and services to support the district endeavors in professional learning.

Finally, partners at the state and national level such as the Florida Association of School Administrators (FASA), Florida Learning Forward, National Learning Forward, and the Florida Department of Education (FLDOE) assisted in clarifying the mechanisms and evidence-based best practices in high quality professional learning.

II. Core Professional Learning System Components

A. Professional Learning System Requirements

The following professional learning system requirements are established in sections (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Learning Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.

1. Professional Learning System

- X Pursuant to s. 1012.98(5)(b), F.S., the professional learning system was developed in consultation with teachers; teacher-educators of Florida College System institutions and state universities; business and community representatives; and local education foundations, consortia, and professional organizations.
- X Pursuant to s. 1012.98(5)(b)2., F.S., the professional learning system is based on analyses of student achievement data, and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
- X Pursuant to s. 1012.98(5)(b)2., F.S., in developing or refining the professional learning system, the district and its schools reviewed and will monitor the following:
 - School discipline data;
 - School climate data;
 - Parent satisfaction data;
 - Instructional personnel evaluation system data;
 - School and district administrator evaluation system data; and
 - Other performance indicators to identify school and student needs that can be met by improved professional performance.
- X Pursuant to s. 1012.98(6), F.S., the school district may coordinate its professional learning programs, especially those for preparing and educating instructional personnel, with that of another district, educational consortium, or Florida College System institution or university.
- X Pursuant to s. 1012.98(5)(b)7., F.S., the professional learning system provides for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of professional learning programs.
- X Pursuant to s. 1012.98(5)(b)9., F.S., the professional learning system provides for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and expand effective ones.

- X Pursuant to s. 1012.98(5)(b)9., F.S., in evaluating the professional learning system, the district will consider the impact of the professional learning programs and activities on the performance of participating educators and their students' achievement and behavior.
- X Pursuant to s. 1012.98(5)(b)1., F.S., any substantial revisions to the system will be submitted to the department for review for continued approval.

2. Professional Learning Funding

- X Pursuant to s. 1012.98(6), F.S., the school district provides funding for the professional learning system as required by s. 1011.62, F.S., and the General Appropriations Act, and directs expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional personnel in enhancing rigor and relevance in the classroom.

3. Professional Learning Plans

- X Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning system provides that schools establish and maintain school-based professional learning plans and school improvement plans.
- X Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning system provides that school principals may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plan.
- X Pursuant to s. 1012.98(5)(b)5., F.S., if school principals elect to establish individual professional learning plans, the plans must be related to specific performance data for the students to whom the teachers are assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the professional learning, and include an evaluation component that determines the effectiveness of the professional learning plan.

4. Professional Learning Catalog

- X Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning system includes a catalog of professional learning activities for all district employees from all funding sources, created in accordance with Rule 6A-5.071, Florida Administrative Code.
- X Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning catalog is annually updated by September 1 based on input from teachers and district and school instructional leaders and uses the latest available student achievement data and research to enhance rigor and relevance in the classroom.
- X Pursuant to s. 1012.98(5)(b)5., F.S., the school district annually submits verification of district school board approval of the professional learning catalog to the department by October 1.
- X Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning catalog is aligned to and supports school-based professional learning plans and school improvement plans.

5. Professional Learning Programs and Activities

- X Pursuant to s. 1012.98(3), F.S., the professional learning system provides inservice activities linked to student learning and professional growth for instructional and administrative staff that meet all the criteria for effective professional learning set forth in paragraphs (a)-(j).
- X Pursuant to s. 1012.98(4)(b), F.S., the professional learning system provides professional learning activities designed to assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and participate as active learners, and prepare students for success in college, career, and life.
- X Pursuant to s. 1012.98(5)(b)8., F.S., the professional learning system provides for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- X Pursuant to s. 1012.98(5)(b)3., F.S., the professional learning system provides professional learning activities coupled with the follow-up support appropriate to accomplish district-level and school-level improvement goals and standards.
- X Pursuant to s. 1003.42(3), F.S., the professional learning system is consistent with and fosters the following principles of individual freedom:
 - No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
 - No race is inherently superior to another race;
 - No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
 - Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
 - A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
 - A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
 - These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.
- X Pursuant to s. 1012.98(10), F.S., if the professional learning system provides professional learning activities by an independent contractor, it must meet the criteria for training linked to student learning or professional growth established in s. 1012.98(3)(a)-(j), F.S.
- X Pursuant to s. 1012.98(10), F.S., if the professional learning system provides for the use of professional learning, the contractors must have three or more years of experience providing professional learning with demonstrative success in instructional or school administrator growth.

a. School Administrator

- X Pursuant to s. 1012.98(5)(b)6., F.S., the professional learning system provides professional learning activities for school administrative personnel, aligned to the state's educational leadership standards found in Rule 6A-5.080, Florida Administrative Code (F.A.C.), that address the updated skills necessary for instructional leadership and effective school management.
- X Pursuant to s. 1012.98(5)(b)10., F.S., the professional learning system provides all school administrators with professional learning that emphasizes:
 - Interdisciplinary planning, collaboration, and instruction;
 - Alignment of curriculum and instructional materials to the state academic standards; and
 - Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.
- X Pursuant to s. 1012.98(4)(d), F.S., the professional learning system provides all school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

b. Instructional Personnel

- X Pursuant to s. 1012.98(4)(c), F.S., the professional learning system provides continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.
- X Pursuant to s. 1012.98(5)(b)10., F.S., the professional learning system provides all instructional personnel and school administrators with professional learning that emphasizes:
 - Interdisciplinary planning, collaboration, and instruction;
 - Alignment of curriculum and instructional materials to the state academic standards; and
 - Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.
- X Pursuant to s. 1012.98(4)(d), F.S., the professional learning system provides all grades instructional personnel with the knowledge, skills, and best practices necessary to support excellence in classroom instruction.
- X Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning catalog must include professional learning for middle grades instructional personnel and school administrators on the district's code of student conduct adopted pursuant to s. 1006.07, F.S.; integrated digital instruction; competency-based instruction; CAPE Digital Tool certificates; CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

- X Pursuant to s. 1012.98(5)(b)3., F.S., the professional learning system provides professional learning for instructional personnel that focuses 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.

c. Non-District Instructional Personnel

- X Pursuant to s. 1012.98(6), F.S., the school district makes inservice activities available to instructional personnel of private schools in the district and state certified teachers who are not employed by the district on a fee basis not to exceed the cost of the activity per all participants.

d. Reading Instruction and Personnel

- X Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides training 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 that are proven to improve reading performance for all students; and
 - Using predictive and other data to make instructional decisions based on individual student needs.
- X Pursuant to s. 1012.98(5)(b)11., F.S., the training outlined above must help 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.
- X Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides that training for teaching foundational skills is based on the science of reading and includes phonics instruction for decoding and encoding as the primary instructional strategy for teaching word reading. Instructional strategies included in the training does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
- X Pursuant to s. 1012.98(10), F.S., the professional learning system provides that contracted training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Contracted training does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

- X Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies found in Rule 6A-4.0051, F.A.C.

e. Middle Grades Instruction and Personnel

- X Pursuant to s. 1012.98(5)(b)5., F.S., the professional learning catalog must include professional learning for middle grades instructional personnel and school administrators on the district's code of student conduct adopted pursuant to s. 1006.07, F.S.; integrated digital instruction; competency-based instruction; CAPE Digital Tool certificates; CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

f. Professional Learning Certification and Education Competency Programs

- X Pursuant to s. 1012.98(5)(b)4., F.S., the professional learning system provides professional learning and support targeted to individual needs of new teachers participating in the professional learning certification and education competency program under s. 1012.56(8)(a), F.S.
- X Pursuant to s. 1012.98(4)(e), F.S., the professional learning system provides professional learning to teacher mentors as part of the professional learning certification program under s. 1012.56(8)(a), F.S., that includes components on teacher development, peer coaching, time management, and other related topics as determined by the department.

g. School Improvement Plans

- X Pursuant to s. 1012.98(4)(a), F.S., the professional learning system provides professional learning activities designed to support and increase the success of instructional personnel through collaboratively developed school improvement plans that focus on the following:
- Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;
 - Increased opportunities to provide meaningful relationships between teachers and all students; and
 - Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in pre-service training for new teachers, and the workforce community.

B. Professional Learning Organizational Structure

Prompt 4. Describe the organizational structure of professional learning in the district. Provide details on how the responsibilities for professional learning are distributed, the landscape (where the professional learning department is housed within the district) of the professional learning organization and how long the system has been established.

Within the Office of Professional Learning and Curriculum Services a team of coaches, program specialists, and coordinators oversee the data, decision-making, and program implementation of the LCS Coordinated System of Program Learning. The Professional Learning and Curriculum Services team focusses on enhancing teacher practice in specific content areas related to curriculum and instruction as well as the specialized needs of various student subgroups in receiving curricular and instructional program supports.

The data collected by the Office of Professional Learning and Curriculum Services to assist in decision-making and program maintenance is outlined in the chart in Section B: Collaborative Partnerships and Consultation within this template. An annual report is given to the LCS School Board and Professional Learning Advisory Board in the fall to outline the current priorities and correlated impact of professional learning within the district. The format for this report can be found in this document as Appendix A. Continued monitoring and advisement is provided to the Office of Professional Learning and Curriculum Services throughout the year by the Professional Learning Advisory Board (PLAB), which at least once per school term (fall/winter, spring, and summer/back-to-school).

The objectives of PLAB convenings are to 1.) Provide reports and updates on core academic area professional learning support in curriculum and instruction. 2.) Discuss, collect feedback on, or workshop program and project change or needs in the area of professional learning, and 3.) Analyze data for monitoring and continuous improvement to the professional learning system. The prescribed format of this general report can be found in Appendix B.

C. Professional Learning Roles and Responsibilities

1. District-Based Roles

Prompt 5. Identify district-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., director of professional learning and staff, instructional coaches, cabinet, superintendent, and school board) and briefly describe their roles related to professional learning.

Several district-based positions hold the primary responsibility within LCS for planning providing implementing and supporting, and evaluating professional learning. These positions and their roles and responsibilities are outlined below.

Director of Professional Learning and Curriculum Services – This individual is responsible for oversight of and guidance to the LCS SCPL. The Director position monitors key changes in statute and rule and assists in initiating the processes of changing to meet new legal requirements in professional

learning. The Directors reports to the Assistant Superintendent and LCS School Board to discuss professional learning needs, strategies for improvement, and spending. The Director position is key to monitoring compliance and healthy operations with the system.

Coordinator of Professional Learning and Curriculum Services --This individual serve as the monitor and evaluator of the district's system of professional learning. Responsibilities of this role include management of key budgets related to professional learning, management of the online professional learning recording system, planning and conducting the PLAB meetings, receiving reports on professional learning activity for presentation to the director, the school board, the PLAB, the Superintendent and Assistant Superintendent upon request. The Coordinator also serves as the main point of communication to all site and school PLAs.

Content Area Program Specialists (ELA, Math, Endorsement, Interventions, Students with Disabilities) -These individuals utilize professional learning data gathered from student performance, annual needs assessment, evaluative professional learning feedback , and qualitative data derived from instructional practice coaching and classroom walkthroughs to build content and service area programs of professional learning that complement the curriculum and instructional vision of Leon County Schools. Their activities are documented and reported to the coordinator of professional learning following the LCS CSPL processes for overall monitoring and evaluation of effectiveness.

2. School-Based Roles

Prompt 6. Identify the school-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., instructional personnel, instructional coaches, school leadership team, and school administrators) and briefly describe their roles related to professional learning.

At school sites, several individuals are charged with the responsibility of planning, providing, implementing and supporting, and evaluating professional learning.

School Principal/ School Administrative Team – These individuals are responsible for identifying site-specific needs and priorities in professional learning and working with the district's professional learning team to provide learning opportunities to align to those needs. These individuals are also responsible for ensuring that all professional learning documentation and site-specific finances for professional learning are managed appropriately. School Principals and Administrative Teams should also monitor and ensure the impact of professional learning in relation to the school improvement plan.

Site-Based Professional Learning Advocate (PLA) – These individuals are responsible for disseminating information to sites regarding district-level professional learning opportunities as well as for serving as the communication and documentation liaison between school sites and the district Coordinator of Professional Learning to ensure that all site professional learning opportunities are reported back to the district for the purpose of documentation, needs analysis, and evaluation of impact.

Other Instructional Leaders – As needed, other site-based instructional leaders may plan professional learning opportunities to meet with their priorities for school improvement and student performance targets. These individuals are responsible for communicating with PLAs regarding these events and providing all necessary documentation for them to be recorded.

D. Professional Learning for Continual Growth

1. System of Professional Learning for Instructional Personnel

Prompt 7. Describe the district’s system of professional learning programs and supports that enables instructional personnel to continually develop throughout their career and provides opportunities for meaningful teacher leadership. Identify the programs that support each category of teacher (e.g., novice, advanced novice and expert teachers). Describe consortium/professional learning organizations input.

Professional Learning Programs for Early Career Educators

Beginning Teacher Professional Educator Competence (PEC) Program

This program assists teachers who hold a Florida temporary teaching certificate to satisfy demonstration of the Florida Education Accomplished Practices (FEAPs) as a requirement towards certification in addition to receiving introductory knowledge on teaching practices and supports. Participants are enrolled in this program and matched with a mentor. The mentor assists in coaching on the FEAPs and other practices as needed. This participant is also enrolled in several learning opportunities that provide knowledge of legal and liability practices in education, working with students with disabilities, ethics and professional conduct, and classroom management. Successful completion of this program includes the assembly, review, and submission of a portfolio from the beginning teacher and mentor that demonstrates the beginning teacher’s competency. One-year completion rates and survey feedback are utilized as success metrics for this program.

Beginning Teacher from Colleges of Education (COE) Program

This program is similar to the PEC program, but is intended for teachers who are in their first year of teaching, but have already completed demonstration of the FEAPs and hold a Florida Professional Educator’s certificate. In this program, some of the courses are offered as options rather than requirement. A mentor is assigned and the program portfolio and completion requirements are determined based upon the observations of the mentor and the site administrative team. Successful completion of this program includes the assembly, review, and submission of a portfolio from the beginning teacher and mentor that demonstrates the beginning teacher’s competency. One-year completion rates and survey feedback are utilized as success metrics for this program.

Professional Learning Programs for Leadership in Mentoring and General Instructional Coaching

Clinical Educator Training (CET)

One prerequisite to entrance into the Beginning Teacher Mentorship Program is CET. LCS has created this course in conjunction with partners from local universities to give an overview of the basic practices

in mentoring and coaching. Implementation success and further growth is measured in the number of individuals who then conduct a mentorship and/or participate in the LCS mentorship program.

Beginning Teacher Mentorship Program

One major area of focus of the Office of Professional Learning is the production of strong mentors for teachers within their first one to three years in the classroom. As a prerequisite, teachers entering this program must have been trained in the basics of Clinical Educator Training (CET). This program allows teachers with three or more years' experience an opportunity to implement CET training alongside district support for mentor. Individuals in the mentorship program attend several meetings during the course of their mentorship that serve as check-ins and skills builders or refreshers that match the timeframe they are in within their internship.

Professional Learning Programs for Leadership in Content Area Curriculum and Instruction

Add-ON Endorsement Programs (Reading, ESOL, Gifted, Athletic Coaching, and Autism Spectrum Disorder {ASD})

The district offers several add-on endorsements through FLDOE program approval that are open to teachers to participate in to earn required credentials or to expand their skill set in working with particular educational topics or services. While the Gifted, Reading, ASD, and Athletic Coaching endorsement courses are offered in hybrid learning environment (online/ in-person mix), the LCS ESOL add-on program is now able to be completed as a self-paced course.

Literacy Coaching Endorsement

This opportunity is currently being offered through an FLDOE program offered in conjunction with our local education partner, the Florida Center for Reading Research (FCRR), and the opportunity to participate has been provided to several individuals strategically chosen from the LCS district. The purpose of this program is to assist individuals serving in coaching and instructional leadership in professional growths in supporting other educators in literacy practices based on the science of reading. Further information about Literacy Coach Endorsement in Florida is available [here](#).

Coaching Cohorts for Literacy and Math

Each LCS school site has an appointed Literacy Coach by law and an appointed Math Coach by LCS procedure. These individuals are required to attend monthly cohort professional learning opportunities that focus on best practices in coaching and literacy or math instruction as well as instruction and practice in analysis, interpretation, and action-planning in response to student data. At the conclusion of each cohort meeting coaches are given an implementation task for the meeting focus area to report on and provide data in response to at the next cohort meeting. Data from these reports, sometimes gathered from surveys that assist in identifying areas where assistance or further coaching may be needed, is used as evidence of the effectiveness and impact of this professional learning program and the success in its implementation.

Content-Area Standards and Curriculum Ambassadors

This program invites individuals who have been identified by leadership at their site or the district to participate in professional learning in leadership skills meant to specifically assist in the dissemination of information and knowledge related to instructional use of Florida educational standards and LCS adopted curriculum. Individuals receive intensive training of leadership skill template with their school admin team. Throughout the academic year, ambassadors attend check-in meetings tailored to

professional learning related needs identified in the review of implementation plans and site visits from district content area specialists. Success in implementing plans and related student data metrics, in addition to participant feedback, are used to determine program impact.

2. System of Professional Learning for School Administrators

Prompt 8. Describe the district’s system of professional learning programs and supports that enables school administrators to continually develop throughout their career and provides for the identification and preparation of aspiring school leaders. Identify the programs that support each category of instructional leader and school administrator. Describe consortium and professional learning organizations’ input.

Professional Learning Programs for School Leadership

In addition to providing programs of professional learning to educators that allow them to grow in the ears of classroom instruction and curriculum through out their career, LCS also provides several programs to assist in the identification and preparation of future school leaders as well as continued improvement for current school leadership.

Aspiring Administration Institute

AAI is a program intended for teacher leaders who aspire to become school administrators. Professional Learning incorporates aspects of training on the evaluation system, coaching, school improvement processes, data collection, and relationships training. Learning from this program is implemented through project-based learning and simulated leadership exercises and experiences.

Ideally, individuals who enter this program hold a master’s degree in Educational Leadership or have at least 15 hours earned towards a master’s degree in Educational Leadership. Impact for this program is gauged summative through completion surveys to provide continuous improvement metrics.

New Assistant Principal (AP) Cadre

The New AP Cadre is LCS is a program intended for first-year Aps as a mechanism for support, mentorship, and continued learning for leadership. Professional Learning experiences deepen Knowledge of the role of the assistant principal from all potential administrative areas of focus including curriculum, intervention, discipline, attendance, facilities maintenance, scheduling, safety and security, and school finance. Learning from this program in implemented through district presentations and experiences in on-the-job training. Impact for this program is evaluated formatively though monthly Community of Practice Meetings and summative by AP annual evaluations.

Level II Florida School Principal Professional Learning Program

The LCS Level II Program is the FLDOE approved program for current APs who wish to add the School Principal designation to their Florida Professional Educator’s Certificate. Program experiences and requirements are regulated by the FLDOE program guidelines and the Florida Educational Leadership Standards (FELS).

New Principal Cadre

The New Principal Cadre in LCS is a program intended for first-year principals as a mechanism for support, mentorship, and continued learning for leadership. Professional Learning experiences deepen knowledge of the principal from all potential administrative areas of focus, including curriculum, interventions, discipline, attendance, facilities maintenance, scheduling, safety and security, and school finance. Learning from this program is implemented through district presentations and experiences in on-the-job training. Impact for this program is evaluated formatively through monthly Community of Practice Meetings and summative by AP annual evaluations.

III. Professional Learning Standards Implementation

The standards define Florida’s core expectations for high-quality professional learning systems and opportunities and form the foundation for the school district’s professional learning system and catalog. Each of the subsections below, organized by domains and standards, includes a description of how the district is implementing each standard.

Domain 0: Foundation

Standard 0.1: Leadership

Professional learning requires leaders who develop capacity, create support systems and advocate for professional learning to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 9. Describe how the district implements the Leadership standard.

The LCS CSPL implements programs that develop the capacity of educators and enable high quality educators to increase the capacity of others around them in several ways. Many of the programs for leaders in Instruction and site leaders that were outlined previously in the document focus on growing leaders internally in the district. These programs include Instructional Coaching programs, aspiring administrator institutes, and new AP and Principal training cadres. Instructional Leadership programs are meant to prepare veteran teachers for future whole-school leadership or to assist in building the capacity of the already existing site leadership. One explicit focus in professional learning programs in LCS for leadership training is a clear definition of the roles and responsibilities with an understanding that leaders should advocate for professional learning and for continuous improvement in teacher practice that can eventually lead to student improvement.

Mentoring programs for beginning teachers and administrators provide a network of support for their respective groups of educators and assist in having educators network across sites and collaborative for problem solving. Further support is provided by the LCS Content Area Specialist team. This team provides professional learning and experiences as well as coaching, specialized content and curriculum assistance, and has the flexibility to visit and work with educators in real time to support their varied needs at any point in their career.

Domain 1: Needs Assessment and Planning

Standard 1.1 Professional Learning Needs

Professional learning includes the use of student, educator and system data to analyze, prioritize and plan for continuous improvement of educator practice and student outcomes.

Standard Implementation

Prompt 10. Describe how the district implements the Professional Learning Needs standard.

The Office of Professional Learning utilizes several metrics in determining professional learning needs. In preparation for each new academic year the Coordinator for Professional Learning collects data from:

- Professional Learning Post-Session surveys
- Coaching and Professional Learning implementation data
- Administrator walkthrough data
- Student course grades and common formative assessment grades
- Summative assessments
- Standardized Testing Data
- PLAB Community Stakeholder Professional Learning Needs Survey (Annual)
- Annual Survey on Professional Learning needs open to all LCS Educators
- Data available from local partners such as FDLRS, FIN, FCRR, and universities

Data sources are aggregated and analyzed for financial and action planning by monitoring of trends in the impact of professional learning on students and teachers alike. The aggregated data are presented to both the PLAB and School Board.

Standard 1.2: Professional Learning Resources

Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 11. Describe how the district implements the Professional Learning Resources standard.

Leon County Schools understands the importance of making the most of the resources available to us in all areas. In the Office of Professional Learning, funding resources are maximized in the internal funds available from general revenue, special revenue, and federal grants through the continued maintenance of negotiated stipends and rates for teacher pay during professional development act, when possible, utilizing in-house development of professional learning through Office of Professional Learning staff rather than contacting with outside agencies for multiple years. Finally, in the name of using resources wisely and correctly, we have tried to cut down on

the total number of different learning platforms and programs being used at the various sites in favor of only utilizing ones that are complementary to our adopted instructional materials. This allows a maximization of money and time towards perfecting the use of one resource rather than utilizing many for ease but with only limited success.

Additionally, LCS utilizes local resources such as the Florida Diagnostic and Learning Resource Center (FDLRS), the Florida Inclusion Network (FIN), the Florida Center of Reading Research (FCRR), local colleges and universities, resources provided for free through the local public broadcasting company (WFSU), the National high Magnetic Field Laboratory, the local Gulf and Marine Research Center, and the Tallahassee Shakespeare Company to maximize resources in professional learning that can be provided at no direct cost to the district.

Monitoring the return on investment (ROI) in professional learning initiatives is an important part of the LCS CSPL process as well. Metrics used in determining the return on investment for a specific initiative include calculations of the number of teachers and students who could be impacted by the initiative, with a strong emphasis on reading TI schools and specific student subgroups such as Students with Disabilities and English Language Learners (ELLs). Demographic metrics are also matched to data on participant satisfaction with the initiative, classroom grades and standardized assessment data from students in classrooms or schools participating in professional learning, and instructional practice change data collected in Implementation coaching sessions. These data are aggregated and triangulated for analysis at PLAB reports during each meeting to provide routine updates on the financial health and resources for professional learning within the district.

Prompt 12. List the technology platforms and programs the district uses to manage, provide or support professional learning, and briefly describe how they are utilized (e.g., participant registration, inservice points tracking and virtual collaboration).

Platform or Program	Use(s)
Powerschools/ Leon LEADS	Participant course registration, Inservice point tracking
Canvas LMS	Learning Management System (LMS) providing Professional Learning Courses; Virtual Learning and Collaborative Space
MS Forms/ MS Excel	Used to collect, track, and aggregate professional learning data for evaluation of impact (includes collection of coaching data and professional learning participations surveys). These items are anticipated to be moved to Leon LEADS in the 23-24 school year.
Platform or Program	Use(s)

Prompt 13. List the funding sources and amounts allocated for the district’s professional learning resources and calculate the percentage of the district’s total operating expenses that is allocated for professional learning for each of the last three school years.

School Year	Primary Funding Sources	Amount Allocated for PL	Total District Operating Budget	% of Total Budget
	All Primary Sources			
23-24	General Fund	637,007	667,000,000	0.09%
23-24	Special Revenue	2,468,454	667,000,000	0.01%
23-24	Title I, Part A	500,000	667,000,000	0.08%
23-24	Title II	2,102,270	667,000,000	0.1%
23-24	ESSER III/ ARP	500,000	667,000,000	0.06%
	All Primary Sources			
22-23	General Fund	610,858	653,400,000	0.09%
22-23	Special Revenue	2,374,689	653,400,000	0.4%
22-23	Title I, Part A	550,000	653,400,000	0.08%
22-23	Title II	1,566,739	653,400,000	0.2%
22-23	ESSER III ARP	447,000	653,400,000	0.06%
	All Primary Sources			
21-22	General Fund	470,380	564,000,000	0.08%
21-22	Special Revenue	1,427,491	564,000,000	0.2%
21-22	Title I, Part A	500,000	564,000,000	0.09%
21-22	Title II	1,444,106	564,000,000	0.2%

Domain 2: Learning

Standard 2.1: Learning Outcomes

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions and practice align with student learning needs.

Standard Implementation

Prompt 14. Describe how the district implements the Learning Outcomes standard.

The LCS CSPL utilizes various methods to evaluate program outcomes including surveys, coaching, check-ins, and knowledge tests. To increase consistency in practice and reliability in the outcome data gathered, the LCS CSPL has created a common language and procedure document (Appendix C) that defines different designs for professional learning opportunities. The way of work in designing professional learning in LCS begins by determining the best design that meets the purpose or problem of practice that has led to the data indicating need for professional learning.

After selecting the design that fits the professional learning purpose, those designing professional learning must next be aware of the types of artifacts that will be required for the purpose of documenting and evaluating professional learning. The Office of Professional Learning encourages designers of professional learning to create plans for professional learning that encourages encourage short events are followed by an experience and implementation planning survey after their learning at the of conclusion, at a 30-day after conclusion mark, and a 90-day after conclusion mark to gather data on participant satisfaction. To capture data on the level of the quality of implementation, professional learning facilitators are encouraged to conduct coaching and observation sessions after the initial learning event to gather data on the increase in teacher skill or knowledge. Finally, summative student data for the year is gathered for the end of year analysis. Student data for the teachers involved in professional learning activities is then studied against outcomes to determine if there is any potential correction between student and teacher learning outcomes. Conclusions gathered from this data study informs professional learning planning and spending for the future and is reported annually to PLAB by the Coordinator or Director of Professional Learning.

Standard 2.2: Learning Designs

Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 15. Describe how the district implements the Learning Designs standard.

As described above, the LCS CSPL process begins with data to suggest a problem of practice followed by the selection of an evidence-based design for professional learning LCS CSPL has identified as the most commonly used within the district or in evidence-based practices and provides a program of professional learning for those who need it or are interested to explore the different evidence-based professional learning designs. This professional learning opportunity is offered to administrative teams (particularly newer teams), site PLAs, district staff who offer professional learning, and to teams working on writing or evaluating school improvement plans.

While some design within the system has a higher effect size, according to research, than others, the purpose and evaluation metrics encourage participants to combine low effect design activities with higher effect activities as follow-up to follow cycle of learning with structured practice and implementation. For example, a team of teacher may attend a workshop or conference on a particular disciplinary technique. If the team returns from the workshop and never utilizes or practice their new knowledge, then there will be a low effect size for improved student outcomes. However, if upon their return, the teachers use the knowledge received in the workshop to develop a Professional Learning Community around discipline data and classroom management techniques

there is a greater likelihood for a significant effect size on student data as a result of the initial workshop attendance.

Having a standardized process for the design of professional learning that begins with needs data and a design that is evidence based and chosen as a best fit for the data are key elements to having the ability to successfully gauge outcomes and perform program evaluations.

Domain 3: Implementing

Standard 3.1: Implementation of Learning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 16. Describe how the district implements the Implementation of Learning standard.

The LCS CSPL utilizes several strategies to provide multiple implementation opportunities for professional learning. As previously mentioned, the design of professional learning in LCS begins with needs data and the selection of an evidence-based professional learning design (Appendix C). The design of the professional learning then informs the next steps in planning for implementation, documentation, and evaluation of the in-service component. Methods of implementations recognized by the LCS CSPL include:

- Modeling and Examples through case studies
- Coaching visits (front district content area specialists of site-based instructional coaches)
- Administrative walkthroughs
- Submission of lesson plans of other learning-related products
- Presentation/ Demonstration

After the design of the professional learning is chosen, designers must select the ways in which

They will create meaningful implementation and practice as well as the most appropriate form of documentation to demonstrate ongoing support and actionable feedback. These items all become part of the documentation placed in the online platform for professional learning in order in-service points to be awarded.

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning

Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice and improving student outcomes to inform decisions about future professional learning.

Standard Implementation

Prompt 17. Describe how the district implements the Evaluation of Professional Learning standard.

The Coordinator and Director for Professional Learning are charged with monitoring and maintaining the process of evaluation of the LCS CSPL. The evaluation plan for the system consists of several timeframes and forums for communication and decisions making.

On a formative level, all individuals facilitating or coordinating professional learning throughout the district are charged with providing specific documentation elements that are used towards short-term evaluation of professional learning success. The documentation elements are outlined in previous sections, but can include participants products that gauge knowledge and skill, in previous sections, but can include participant products that gauge knowledge and skill, coaching and observation data, and must include participant experience/ satisfaction surveys.

When relevant or able to be obtained in a timely manner, student data is requested to accompany the results of individual initiatives as well. Student data should be anonymized. These data are analyzed upon their provision to the Coordinator of Professional Learning for feedback and programmatic input. When professional learning events are initiated at and occur at school sites, the school PLA is responsible for providing this information to the Coordinator of Professional Learning.

As another formative measure, individuals such as the content area developer team, who are charged with larger scale professional learning events, must present general reports on professional learning in their content areas at each PLAB meeting. Since these happen less frequently, it is requested that the content area specialists make sure to present some formative measure of professional learning data for coordination with professional learning trends. This public review provides another formative measure and opportunity for multiple stakeholders to give input on the success or needed changes in the professional learning process.

Finally, data from all sources (event data, teacher formative outcome data, and student formative/ summative outcome data) is summarized and included in the annual report of the PLAB. This report and its audience again provide measure (at a summative level) and opportunity for multiple stakeholders to give input on the success or needed changes in the professional learning process.

