

DIRECTIONS FOR COMPLETING THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

FLORIDA'S PROFESSIONAL DEVELOPMENT SYSTEM

The 2000 Florida Legislature enacted legislation to improve the quality of the professional development system for public education. The School Community Professional Development Act (F.S., 1012.98) required the Department of Education to design methods by which school districts may evaluate and improve professional development systems. The 2006 Legislature required the Department of Education to work collaboratively with public post secondary educational institutions, public school districts, public schools, state education foundations, consortia and professional organizations to establish a coordinated system of professional development. The Florida Department of Education adopted standards for the *Professional Development System Evaluation Protocol* that met the requirements of these laws. The *Professional Development System Evaluation Protocol* evaluates the use of Individual Professional Development Plans by all district instructional employees.

PLAN REQUIREMENTS

- The School Community Professional Development Act (F.S., 1012.98) requires each school district to develop a professional development system. The professional development system must require each school principal to establish, approve, and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to 1001.42 (16).
- The individual professional development plan must:
 - a. Clearly, relate to specific performance data of students to whom the teacher is assigned.
 - b. Include clearly defined training objectives and specific measurable improvements expected in student performance because of the inservice activity.
 - c. Include an evaluation component that determines the extent that the training activity accomplishes the performance gains predicted.
 - d. Identify student performance data used to define training needs.
- FL PD Protocol Review Standard:
 - 1.1.3 Individual Professional Development Plan: The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.
- One objective must be directly related to the school's SIP Objective in the area of reading.
- The *Strategies and Support for Differentiated Accountability* for Florida's Differentiated Accountability Plan require that:

The district ensures that IPDPs for teachers of targeted subgroups include professional development that targets the needs of subgroups not making AYP, (Schools: Intervene, Correct II, and Prevent II)
- Because this is an **Individual** Professional Development Plan, all teachers within a school should not have the exact same objective. Each teacher should be reflecting upon the specific activities and objectives what would help them meet the needs of the specific students to whom the teacher is assigned.

INITIAL PLAN APPROVAL

- FL PD Protocol Review Standard:
 - 1.1.2 Administrator Review: The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.
- The principal and teacher shall review the plan. The plan approval requires that the teacher and principal agree to all components of the plan. Both the principal and the teacher sign the plan, and the date of the initial plan development is completed.

STEPS FOR PLAN DEVELOPMENT

School Improvement Plan (SIP) Goal Addressed:

- Question to answer: Which specific School Improvement Plan goal will you be addressing.
 - The specific SIP Goal the teacher will address in the IPDP will be stated here.

Results of Data Review:

- FL PD Protocol Review Standard:
 - 1.1.1 Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.
- Question to answer: Which data source was used, and in what specific area(s) do my students need the most assistance? The teacher may wish to review such data sources as:
 - Disaggregated Standardized student assessments (FCAT, SAT, ACT, AP Exams, IB, Exams, FAIR Assessments, etc.)
 - Student performance in the teacher's classroom
 - Observation checklists
 - Performance, portfolio or product assessments
 - End-of-Course Exam data
 - Attendance data
 - Discipline data
 - Other performance indicators to identify student needs that can be met by improved professional performance

Professional Development Activity/Activities:

- FL PD Protocol Review Standard:
 - 1.1.2 Administrator Review: The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.
- Question to answer: What training activity/activities will I pursue to meet this need? (These may include workshops, study groups, action research, online or electronic media, college course work, etc.) The response to this question should:
 - Indicate the specific training workshop, study group, action research, online or distance learning opportunity, or college course work in which the teacher plans to participate.
 - Be stated in the future tense.
- It is also possible for an employee to write an additional objective, which may or may not address a SIP Goal. This could be something that the individual teacher wishes to complete for his or her own personal professional growth. Examples might include:
 1. Obtaining ESOL Certification
 2. Taking a college course toward a Master's degree

Professional Development Objective(s):

- FL PD Protocol Review Standards:
 - 1.1.1 The educator identifies individual professional learning goals with Primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.
- Question to answer: Because of the activity/activities I will participate in, what do I plan to incorporate into my teaching? The response to this question should be:
 - Stated in the future tense and in simple terms.
 - Feasible, and primarily under the teacher's control.
 - Obtainable, yet challenging: quantitatively measurable or at least observable in evidence of teacher and/or student work products or teaching/learning behaviors.
 - Accomplished by the individual teacher.

Expected Student Performance Outcomes/Gains:

- FL PD Protocol Review Standards:
 - 1.4.3 Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of student performance when appropriate.
 - 1.4.4 Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.
- Question to answer: Based on my professional development objective(s), which data source will be used, and what evidence will there be to indicate that my students' performance has changed? The response to this question should be:
 - Stated in the future tense.
 - Measurable.

When deciding upon how the teacher will show evidence of expected student performance outcomes/gains, although the teacher must consider the effects of the training through standardized achievement tests (FCAT, SAT, Florida Writes, ACT, AP Exams, IB Exams, FAIR Assessments, etc.), when available, other achievement measures should also be considered. Because most standardized assessment data are not available in time for the end-of-year review, another data source must also be selected. FCAT data should never be the only evaluation method selected. The teacher may consider one or more of the following:

 - Anecdotal records
 - Classroom tests
 - Observational checklists
 - Performance, Portfolio or Product assessments
 - Student assessment records
 - Other records as appropriate for the objective

PLAN MONITORING AND REVISION

- FL PD Protocol Review Standard:
1.3.1 Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.
- The teacher is responsible for monitoring his or her progress to ensure student performance gains as well as other stated activities. While performance goals should be realistic and attainable, they should also be challenging.
- It is necessary for a teacher to demonstrate student progress as agreed to by the teacher and principal and stated in the Expected Student Performance Outcomes/Gains section of the Individual Professional Development Plan. Should the teacher become aware of the need to adjust those expectations and/or any of the other components of the plan, the teacher is expected to conference with the principal immediately. The teacher and principal shall discuss the component(s) and mutually agree to the plan revision. Edits should be made directly onto the original IPDP. If a revision occurs, the date should be listed on the Date of Revision (If Applicable) line.

END-OF-YEAR RESULTS:

- FL PD Protocol Review Standards:
1.4.1 Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.
1.4.2 Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
1.4.3 Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.
1.4.4 Evaluation Methods: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.
1.4.5 Use of Results: The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.
- Question to answer: What actually occurred? The response to this question should:
 - Be stated in the past tense.
 - Address the PD Activity/Activities, PD Objective, and the Expected Student Performance Outcomes/Gains listed in the Individual Professional Development Plan.

NOTE: Not all results are positive results.

- The principal and teacher will meet and review the teacher's accomplishment of the stated PD activities, PD objectives, and expected student performance outcomes/gains. The End-of-Year results will be completed. Both the employee and the administrator will sign the plan, and the date of the End-of-Year Review will be completed.

NOTE: This does not mean that the stated expected student performance outcomes/gains were reached but that the PD activities and the PD objectives have been met.
- The principal is responsible for marking satisfactory or unsatisfactory for the "Professional Development Program" competency area on the district summative evaluation instrument.

DISTRIBUTION OF THE IPDP FORM MIS #374

The original Individual Professional Development Plan form is to be retained by the teacher with a copy provided to the administrator. It is the administrator's responsibility to maintain a copy of the completed MIS Form #374 for two years.

MIS Form #374 is not to be forwarded to the Department of Human Resources or any other person or department.