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MEMORANDUM

TO: District School Superintendents

FROM: Pam Stewart

DATE: April 26, 2013

SUBJECT: Professional Development System Redevelopment Under Race to the Top (RTTT)

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A comprehensive systemic change process is underway to enable Florida's public schools to prepare students to be "college- and career-ready." As a result, expectations for professional development (PD) are rising. Redeveloping PD systems to meet rising expectations involves bold and thoughtful decision-making on policies and implementing practices. During the 2012-13 school year, the Florida Department of Education provided support to RTTT participating local education agencies (LEAs) in aligning their PD systems with current initiatives that support college- and career-ready students and with contemporary research on effective PD practices. This memorandum outlines next steps for participating LEAs to complete the deliverables for their Project 10 Scope of Work, as well as for additional support from the department for implementation of redesigned PD systems.

Next Steps for RTTT LEAs - RTTT participating LEAs are scheduled to submit a redeveloped PD system that, at a minimum, addresses changes resulting from RTTT commitments, by **September 30, 2013**. Attached is a summary list of the RTTT Scope of Work items impacting RTTT-district PD systems. (Non-RTTT districts making substantial changes may also submit their PD systems for review and approval.)

Continuation of Support for Systemic Change for All Districts - With department-provided technical assistance and collaboration, all school districts will be able to participate in a sequenced implementation support process during the 2013-14 school year to refine implementation of the district's PD system and align it with Common Core State Standards, personnel evaluation systems and other systemic change practices. The anticipated schedule of state supports for implementation of redeveloped systems is attached. Follow-up technical assistance documents will be available at the [Florida School Leaders](http://www.fldoe.org) website to support district reflection and decision-making on redevelopment.

PAM STEWART
CHANCELLOR OF PUBLIC SCHOOLS

<p>RTTT Scope of Work (SOW) issues impacting RTTT district professional development (PD) systems District RTTT grant SOW issues and deliverables to be addressed in department review and approval as substantial changes in school district PD systems include</p>	<p>Document(s) describing infusion of RTTT SOW into PD System</p>
<p>SOW Issues</p>	<p>DOCUMENT Title/Page(s)</p>
<p>EVALUATION OF PROFESSIONAL DEVELOPMENT</p>	
<p><u>Revised PD Evaluation System</u>: 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.</p>	
<p><u>Personnel Evaluation Data</u>: The district will utilize data from teachers’ and principals’ evaluations to plan and evaluate professional development.</p>	
<p><u>Impact on Practice</u>: The district will evaluate the effectiveness of PD based on changes in practice and student outcomes.</p>	
<p>INSTRUCTIONAL IMPROVEMENTS</p>	
<p><u>Faculty Development</u>: 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).</p>	
<p><u>Common Core State Standards Transition Support</u>: Teacher content knowledge with a focus on the CCSS (aligns with Protocol 1.2.2; 2.2.2; 3.2.2).</p>	
<p><u>Research-based Strategies</u>: Instructional strategies and methods for implementation of the Common Core State Standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)</p>	
<p><u>Differentiated Instruction</u>: Methods, strategies and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)</p>	
<p><u>Assessments and Lesson Studies</u>: 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)</p>	
<p><u>Common Planning</u>: 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)</p>	
<p>ABOUT DATA</p>	
<p><u>Data Access</u>: 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).</p>	
<p><u>Data Systems</u>: 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).</p>	
<p><u>Data Guiding Growth Plans</u>: Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5).</p>	
<p>SPECIAL PURPOSE PROGRAMS</p>	
<p><u>Beginning Teacher Support Programs</u>: 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)</p>	
<p><u>High-Needs Students</u>: Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)</p>	
<p><u>Low-Performing Schools</u>: 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].</p>	

Schedule of State Supports for Implementation of Redeveloped Professional Development Systems

2013-14 Technical Assistance: State supports to assist local education agencies (LEAs) with implementation of redevelopment issues addressed in district Professional Development (PD) systems will be provided by the Division of Public Schools and various RTTT consultants. Additional supporting resources will include

- McREL Regional Technical Assistance Session #7 on Designing a Professional Development System (June 2013)
- McREL Regional Technical Assistance Session #8 on Managing Change (Fall 2013)
- Toolkits to support decision-making on implementation

Regional collaborations on the issues listed below:

Anticipated Timetable	Constructive Conversation Issues	Professional Development (PD) Redevelopment Implementation Targets
September 2013	PD Evaluation Policy: Fidelity of Implementation and Impact on Educators and Students	DISTRICT MONITORING OF SYSTEMIC IMPACT: Shifts implemented primarily at the district level COLLABORATIVE FEEDBACK: Shifts implemented primarily at the school site level FORMAL EVALUATION FRAMEWORKS: Shifts implemented primarily through district PD leadership roles
October 2013	Focus on College- and Career-Ready & Common Core State Standards	Address issues on standards-based instruction, use of course requirements and alignments, connections and relationship to core state and school district academic mission and Common Core.
November 2013	Priority Shifts	Address enhancing school-based focus of PD, emphasis on development – not just training, supports for professional learning cultures, principal development, and Master Inservice Plan priorities.
December 2013	Purposes of PD System	Address professional responsibilities for developing schools and district as learning organizations, allocating responsibilities for the PD system, and generating actual improvements related to purposes.
January 2014	Aligning PD and Personnel Evaluation	Address capacity of the PD system to support teachers and school leaders' use of the personnel evaluation systems to improve student achievement.
February 2014	Capacities Employed in the PD System	Address the nature, management and redevelopment of the capacities required to accomplish the purposes of the system, and identify needed reorganization or management issues.
March 2014	Role of the Master Inservice Plan	Address the role of the Master Inservice Plan components as a supporting element in the professional development system including support for Common Core, beginning teacher programs, instructional coaches and collegial learning teams.
April 2014	Deliverables of the PD System	Review status of the shifts in the focus, design and implementation of the deliverables of the professional development system to be observable, subject to quality control, priority subjects for monitoring and evaluation and aligned with the priority purposes of the PD system.
May 2014	Capacity Development for 2014-15	Identify organizational and resource shifts needed, but not yet implemented, to align PD system with common core implementation, evaluation and assessment systems.
June 2014	2014-15 Issues	Identify issues that need to be addressed in 2014-15.