

Alignment to the Florida Professional Development Protocol (Algebra Success Keys)

The purpose of this document is to provide educators and professional developers an alignment of the ASK professional development with Florida's Professional Development System Evaluation Protocol.

Column One: represents the indicators and descriptions adapted from the district level Professional Development Evaluation System Protocol Standards.

Column Two: represents guiding questions to assist program developers align their work with the Protocol Standards. The *Statements* are adapted from the Reviewers' Checklists for Protocol Standards.

Column Three: represents the responses used by the professional developers in designing the Algebraic Thinking Initiative.

Indicator and Description	Guiding Question/ <i>Statement</i>	Algebraic Thinking Initiative
Planning		
<p>X.1.1 Needs Assessment: The program conducts an annual needs assessment that includes an analysis of disaggregated student achievement data by content area and skills, surveys or, other methods of collecting pertinent data from appropriate personnel to determine areas of need for professional development.</p>	<p>How does the professional development program conduct an annual needs assessment to determine program components? <i>Describe the ways in which this program determines the professional development needs of its target audience.</i></p>	<p>BEESS requested based on statewide data of student performance in mathematics. Sample data sources were graduation requirements, ESE students, FCAT, AYP, etc...</p>
<p>X.1.2 Generating a Professional Development Plan: Based on the needs assessment, the program generates a professional development plan that is</p>	<p>Based on the needs assessment, what is your plan for professional development? <i>Describe the process used to incorporate</i></p>	<p>2 days initial train the trainer on the content of Algebraic Thinking Guide regionally to address statewide needs. Follow up: mentoring, web-based discussions, teleconferences, site visits, action research, follow up day of professional development</p>

<p>research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.</p>	<p><i>results from evaluations of IPDPs, annual performance appraisal data, and/or School Improvement Plans in professional development.</i> <i>How does the program determine that professional development offerings are research based?</i></p>	
<p>X.1.3 Content: Professional development focuses primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.</p>	<p>Which of these areas are the focus for the professional development program? <i>Indicate as many as apply from the list located in the indicator.</i></p>	<p>Teaching methods, technology, assessment, data analysis, SSS, subject content</p>
<p>X.1.4 Professional Developers: Professional development includes processes to disseminate knowledge of the NSDC standards.</p>	<p>How does the professional development promote the NSDC Standards for high quality professional development? <i>How does this program disseminate knowledge of or professional development on the NSDC standards?</i></p>	<p>Explicitly address the topic at training</p>
<p>X.2.1 Relevance of Professional Development:</p>	<p>How do the professional development objectives</p>	<p>Increase proficiency in Algebraic Thinking for students grades K-12 related to SSS and NCTM through action research</p>

<p>The professional development objectives directly reflect the student achievement objectives of the program and specify the outcome expectations of course offerings.</p>	<p>reflect directly on student achievement needs identified in the planning phases? <i>Generally, is the content the teachers receive through the program's professional development relevant to the needs of teachers in the schools?</i></p>	
<p>X.2.2 Learning Strategies: The professional development uses learning strategies appropriate to the intended goal that apply knowledge of adult learning and change including modeling effective teaching practices as well as practice and feedback.</p>	<p>How does this professional development incorporate appropriate learning strategies that attend to adult learning, model those practices, and provide for practice and feedback? <i>How will the PDer use the same techniques and strategies teachers are to be using with students? How are the learning strategies used in professional development appropriate for the intended goals? How does the professional development include modeling, practice and feedback for teachers as learners?</i></p>	<p>Training to different learning styles, guided practices, cooperative learning, addressing learner needs, mentoring, discussions, providing feedback, build learning on learners prior knowledge, learning as an active process, new knowledge from experiences and interactions with ideas, learning is based on relevant content.</p>
<p>X.2.3 Sustained Training: Professional development is sufficiently sustained and intense to ensure mastery of</p>	<p><i>How is the professional development sufficiently sustained and intense to ensure mastery of the</i></p>	<p>Developing network, web-based communication, mentors, action research, follow-up after implementations, products demonstrating implementation (permanent) 3 sessions at different times a year with follow-up in between</p>

the needed skills by the participants.	<p>outcomes? <i>How many sessions are there? How long are they? Is the length of time appropriate for skill acquisition?</i> <i>Generally, is the professional development delivered sufficiently sustained and intense to ensure mastery of the skills?</i></p>	
<p>X.2.4 Use of Technology: Professional development is delivered through a variety of technologies that support individual learning.</p>	<p>How does the professional development use technology to support individual learning? <i>Describe any technology to be used, such as videotapes or computer displays? (Do not count overhead projectors)</i></p>	Power point development, graphing calculators, CBL, CBR, LCD, technology kits, interpreters, video taping (optional), web-based resources, action research online modules, note taking with computer
<p>X.2.5 Time Resources: Sufficient time resources are available to implement the planned professional development.</p>	<p>How does the professional development allocate resources to ensure implementation of professional development? <i>Is there sufficient time to conduct the professional development that participants need?</i></p>	Yes! See above
<p>X.2.6 Dollar Resources: Sufficient dollar resources are</p>	<p>How does the program ensure sufficient dollar</p>	Yes, through Project CENTRAL with emphasis on capacity building statewide to develop a statewide cadre of trainers

available to implement the planned professional development.	resources are available to implement the planned professional development? <i>Are there sufficient financial resources to conduct the professional development?</i>	
X.2.7 Coordinated Records: The program maintains up-to-date records for all professional development that are easily accessible by appropriate stakeholders.	How does the program maintain up-to-date records regarding participants' completion? <i>Please describe the method used to maintain up-to-date records for professional development.</i>	Project CENTRAL databases (directory) collecting records to coordinate the network of professional developers
X.2.8 Leadership: The program administrator recognizes and supports professional development as a key strategy for supporting significant improvements.	How does the leadership of this professional development program recognize Algebraic Thinking as a key strategy?	Through the creation of a planning team and then a directory of master professional developers
X.2.9 Growing the Organization: The program seeks out and fosters professional development and advancement for participants with potential.	How does the program seek out and foster PD and advancement for teacher-leaders with potential? <i>What is the relationship of professional development to development of human resources?</i>	Rigorous application process using state dissemination lists to recruit potential trainers. Looking for expertise in teaching algebraic thinking and professional development. Requiring recommendation from initial cadre of professional developers and/or immediate supervisor
X.3.1 Transfer to Students: The program systematically	How does the program systematically document the	Real life task during initial professional development to be implemented in the classroom. Follow up training day participants

<p>documents the extent to which participants use the knowledge and skills learned to instruct students in the classroom.</p>	<p>extent to which the participants use the knowledge and skills learned in professional development to instruct students in the classroom? <i>Describe how the program documents that teachers have used what they learned in the professional development in their classrooms.</i></p>	<p>need to bring evidence of implementation and share with fellow implementors. Through mentoring along the implementation process, evidence of student samples and results of action research.</p>
<p>X.3.2 Coaching and Mentoring: The program incorporates coaching and mentoring activities for participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.</p>	<p>How does the program incorporate coaching and mentoring to ensure appropriate application of knowledge and skills? <i>What coaching/mentoring plans are in place? What is the planned duration of the mentorship? How do administrators support teachers in implementing the new skills/training? How does the program determine that teachers have mastered the new skills before terminating the coaching/mentoring?</i></p>	<p>Contact with mentor 4 times from initial training until the follow up training. Visitations if needed. Mentors assigned by geographical location. Active follow up for 4 months and then as needed. Update conferences for cadre of trainers. A rubric to determine proficient use of training content will be used by mentor to determine mastery of skills.</p>

<p>X.3.3 Web-based Resources and Assistance: The program provides follow-up web-based resources, assistance, and discussion groups related to the professional development.</p>	<p>How does the program provide support for implementation using web-based resources? <i>What types of follow-up services does the program provide via the web?</i></p>	<p>Web-based discussions and online action research module</p>
<p>X.3.4 Follow-up Coordination: The program coordinates the follow-up services provided across multiple schools receiving professional development.</p>	<p>How does the program coordinate the provision of follow-up services across multiple settings? <i>How are follow-up services coordinated across multiple schools receiving training?</i></p>	<p>Project CENTRAL in collaboration with mentors will coordinate visits, mentoring regionally</p>
<p>X.4.1. Implementing the System: The program conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.</p>	<p>How does the program document the extent to which the professional development was implemented? <i>Describe the way that the program evaluates the extent to which the professional development plan has been implemented.</i></p>	<p>Review checklist of activities used when mentoring Agendas Mentor Meeting logs Online module</p>
<p>X.4.2 Transfer into the Classroom: The program will include a formal evaluation documenting that participants applied the</p>	<p>How does the program formally evaluate participants' application of the knowledge? (Specify a finite % of the participants)</p>	<p>Lesson plans and student work samples, results of pre and post tests, survey to determine self reported implementation, quality of action research assessed by rubric, completed requirements to become a master professional development. Interview 10% (random) of those who completed survey</p>

<p>newly learned knowledge and skills in the classroom using a random sampling.</p>	<p><i>How does this program document that teachers are using the new skills/knowledge in classrooms after receiving professional development?</i></p>	
<p>X.4.3 Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.</p>	<p>Does the professional development program document that the professional development contributes to expected student performance gains? <i>What evidence does this program have that changes have occurred in student performance resulting from the professional development faculty received?</i></p>	<p>Through action research data</p>
<p>X.4.4 Evaluation Methods: Evaluations of the effect of professional development on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of performance when appropriate.</p>	<p>What evaluation methods does the program use to document the impact? <i>To what extent does this program organize and support action research stemming from or associated with the professional development received?</i></p>	<p>Surveys, interview questions, completed action research, evidence of application, mentor notes</p>

<p>X.4.5 Use of Results: The program uses the results of the evaluation as part of the needs assessment process for future professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.</p>	<p>How does the program use the information as a needs assessment to plan next steps or to discontinue ineffective practices? <i>How are the results from the evaluation of the professional development used?</i></p>	<p>Revise, update and improve the delivery, planning, and follow up if needed</p>
<p>X.4.6 Expenditures: The program documents the total expenditure of resources for professional development and is in compliance with appropriate program regulatory guidelines.</p>	<p>How does the program document that the expenditure is in compliance with appropriate program regulatory guidelines.</p>	<p>Fiscal reports to DOE</p>
<p>X.4.7 Student Gains The program demonstrates an overall increase in student achievement as measured by the Department's school grading system and other accountability measures.</p>	<p>How does the professional development project document overall progress in student gains?</p>	<p>Publish results at conferences, to DOE, and summative</p>