

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

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December 21, 2007

TO: School Board Members

FROM: Katherine Blasik, Ph.D., Associate Superintendent
Research, Evaluation, Assessment & Boundaries

VIA: James F. Notter
Superintendent of Schools

SUBJECT: **HIGH SCHOOL REFORM PROFESSIONAL STUDY DAYS, 2006-07**

The School Board of Broward County, Florida, approved waivers for Professional Study Days (PSD) for 22 high schools during the 2006-07 school year. This initiative enabled high schools to schedule additional time for teacher professional development and training during any portion of up to eight additional early release days, for the purpose of implementing school-wide plans for high school reform. The attached report examines the program's implementation process, high school reform professional development activities provided during the additional PSD, participation, and teachers' perceptions of the effectiveness of PSD.

Overall, PSD provided an additional 404 hours of professional development at 22 high schools. Training activities, offered at the participating schools, aligned with their School Improvement Plans (SIPs) and teacher Professional Growth Plans (PGP). Teacher and administrator perceptions of the effectiveness of PSD were mostly positive; however, more than one-fourth of teachers were not satisfied with the quality of PSD activities, indicated that the additional PSD did not outweigh the loss of instructional time, and indicated that PSD had not helped them to better understand high school reform. Additional analyses examining participation levels and program impact on high school reform were inconclusive due to the lack of reliable, valid, and consistent professional development data provided by the participating schools.

As a result, this report provides District considerations for identifying alternatives to improve the fidelity of PSD planning and implementation. The development of outcome measures and standardized processes for the data collection of professional development activities will further facilitate future assessments of the effectiveness and impact of professional development programs in Broward County Public Schools. A second year Status Report will be available for School Board review by April 2008. If you have any questions or comments regarding this report, **please contact me at 754-321-2470 or Dr. Russell Clement, Director, Research Services at 754-321-2500**. This report may be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/newmain.htm).

JFN/KAB/RWC:dwv
Attachment

cc: Executive Leadership Team

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
HUMAN RESOURCE DEVELOPMENT**

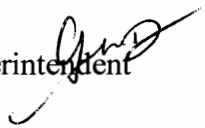
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December 13, 2007

TO: James F. Notter
Superintendent of Schools

FROM: Gracie M. Diaz, Assistant Superintendent
Human Resource Development 

SUBJECT: **RESPONSE TO HIGH SCHOOL REFORM PROFESSIONAL
STUDY DAYS, 2006-2007 REPORT**

Listed below are responses to the High School Reform Professional Study Days 2006-07 report.

- **Consideration 1.** Identify options to ensure that professional development activities provided during PSD specifically address high school reform to improve fidelity of PSD planning and implementation of high school reform initiatives across the District. The task force may consider developing a tract of suggested high school reform training topics for PSD schools to use as guidance for conducting their own high school reform professional development activities.

Response- In accordance with the SBBC/BTU High School Reform Memorandum of Understanding professional development activities are defined as activities focused on improving student achievement. Each school's Professional Development Team with faculty input, determines the topics discussed during their professional study days and professional development time that best serves their student and faculty needs. Topics will be shared with the heads of professional development teams to provide guidance for future planning.

- **Consideration 2.** Collaborate with a Research Services representative to develop evaluation indicators by January 2008. Indicators should measure whether techniques and/or skills learned in PSD professional development have been applied in the classroom. For example, an observation rubric could be developed that identifies high school reform professional development components that teachers implement in the classroom; PSD classroom observations could be conducted by school-based administrators as part of their periodic classroom walkthroughs.

Response- The enhancement made to the Professional Learning Community database for 2007-08 will provide more information to administrators for follow-up as they conduct classroom walkthroughs and observations. In addition, HRD has assigned a representative to each high school opting for professional study days and will continue to work with the Principals and Research & Evaluation to ensure the information collected for the evaluation is representative of the activities being conducted on the Professional Study Days.

- **Consideration 3.** Develop standardized procedures and processes for recording professional development activities and attendance through the use of electronic media. Establishing a mandatory electronic professional development log—possibly using and/or modifying HRD’s current electronic *High School Reform-Professional Development* template—to capture all professional development data (i.e., preplanning, planning, early release, and waiver days) would standardize District practices. As part of these processes, electronic rosters of faculty and staff at each school should be employed to capture attendance at each professional development session in lieu of handwritten sign-in sheets. Additional data to be collected for training activities should include school name, date, topic, trainer, and hours. Electronic data collection tools should be field-tested for ease of use and processes should be established to ensure that schools comply with recording professional development data.

Response- As a result of the 2006-2007 review of the data collection for Professional Study Day activities, the database for 2007-08 was revised to capture more accurate information on the activities being conducted. The database includes: the topic, goal, how the activity was selected, learning objective, measurement of the objective, implementation activity and learning results.

Should you have any further questions or concerns, please contact my office.

GMD:sk

The School Board of Broward County, Florida
High School Reform Professional Study Days, 2006-07



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December 2007

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The School Board of Broward County, Florida
High School Reform Professional Study Days, 2006-07

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The School Board of Broward County, Florida
High School Reform Professional Study Days, 2006-07

Executive Summary

Federal Legislation has mandated school districts improve teacher quality and redesign their programs to offer maximum outcomes for students. A proactive stance on secondary reform was taken in Florida with the establishment of a cross-section of education stakeholders that formed the High School Reform Task Force in 2005. In their published position paper, the task force stated “the most promising strategy for sustained substantiated school improvement is building the capacity of school personnel to function as a professional learning community” (Florida Department of Education, 2005).

Broward County is the nation's largest, fully-accredited school district with 32 high schools serving 72,633 students during the 2006-07 academic year (The School Board of Broward County, 2007). During the 2006-07 school year, 22 (68.8%) high schools implemented Professional Study Days (PSD) in a desire to provide individual high schools the opportunity to develop additional professional development opportunities and with the expectation that high school students’ academic performance would be enhanced.

The District’s High School Reform PSD initiative grew out of the District’s and the Broward Teachers Union’s desire to provide individual high school faculties with the autonomy to elect to schedule additional time for teacher professional development and training, beyond the time that was already set aside for this purpose on the District school calendar. Commencing with the 2006-07 school year, The School Board of Broward County, Florida (SBBC) approved waivers for Professional Study Days (PSD), where high schools could use any portion of up to eight additional early release days for the purpose of implementing school-wide plans for high school reform. In addition to the six early release days scheduled in 2006-07, 22 high schools in Broward County were approved for additional PSD for the 2006-07 school year. During PSD, students at 18 schools were dismissed three hours early and students at four schools were dismissed two hours early for the purpose of high school reform.

Findings

Overall, the determination of the effectiveness of PSD is limited to documentation of the reform initiatives held during PSD and teacher perceptions of the impact of the additional days of professional development. Most high schools in the District chose to request a waiver and implemented a variety of topics to enhance the professional development activities at their schools. An additional 404 hours of training time was added to professional development programs in 22 District high schools through the implementation of PSD. The training activities offered at the schools aligned with the schools’ School Improvement Plans (SIP) and teachers’ Professional Growth Plans (PGP). Teacher and administrator perceptions of the effectiveness of PSD were mostly positive; however, more than one-fourth of teachers were not satisfied with the quality of PSD activities, disagreed that the additional PSD outweighed the loss of instructional time, and indicated that PSD had not helped them to better understand high school reform.

Implementation

- Twenty-two schools (68.8%) were approved for PSD during the 2006-07 school year.
- The waivers resulted in an additional 404 hours of professional development being provided to Broward County Public Schools (BCPS) teachers and staff or an average of 18.4 hours per school.
- Eight days were approved by 59.1% ($n=13$) of the schools, six days by 13.6% ($n=3$), four days by 22.7% ($n=5$), and two days by 4.5% ($n=1$).
- More than half of responding teachers (58.5%, $n=131$) stated the approved days were what they thought should be approved, with 14.7% ($n=33$) indicating fewer days should have been approved, and 11.6% ($n=26$) responding that more PSD should have been approved.

Reform Initiatives

- During waiver days, more than half of PSD schools (59.1%, $n=13$) gave teachers professional development opportunities for collegial conversation/teaming, and sharing of best practice; the same proportion of schools conducted professional development training on curriculum-related topics. Less than half of schools approved for PSD (45.5%, $n=10$) trained teachers on the 9 High Yield Strategies during PSD, with fewer schools training teachers in professional learning communities (27.3%, $n=6$), technology in the classroom (22.7%, $n=5$), and OVAL training (18.2%, $n=4$),
- During non-waiver days, almost half of PSD schools (45.5%, $n=10$) gave teachers the opportunity for collegial conversations, and 40.9% ($n=10$) trained teachers in professional learning communities and the One Voice Plan. About one-fourth of schools approved for PSD held curriculum-related professional development (27.3%, $n=6$) and professional development related to technology in the classroom (22.7%, $n=5$).
- In contrast, one-third of non-PSD schools (33.3%, $n=1$) gave teachers an opportunity to hold collegial conversations, address curriculum-related issues, and be trained in CHAMPS, while 66.7% ($n=2$) of schools addressed 9 High Yield Strategies and technology in the classroom during their traditional professional development days.
- Overall, higher percentages of PSD schools than non-PSD schools held professional development in 10 of 13 professional development activities. However, the low sample size of data submitted for non-PSD schools, and the lack of consistent reporting standards among schools, limits the usability of these findings.

Professional Development Focus

- Training activities offered at schools aligned with teachers' PGP goals and with their schools' SIPs in the cases analyzed.

Perceptions

- Administrators were in stronger agreement about the benefits of PSD than teachers.
- 81.0% ($n=17$) of the administrators and 61.9% ($n=138$) of the teachers agreed that the training that was provided during the PSD helped them to become a better teacher.
- 41.3% ($n=92$) of the teachers agreed and 36.3% ($n=81$) disagreed that PSD increased teachers' understanding of the content areas they taught, while administrators' responses to the same question revealed that 76.2% ($n=16$) agreed and 9.5% ($n=2$) disagreed.

- Slightly more than half (56.3%, $n=126$) of the teachers and 95.2% ($n=20$) of the administrators were satisfied with the quality of PSD activities, while 25.4% ($n=57$) of teachers disagreed.
- Half of the responding teachers (50.4%, $n=113$) and 85.7% ($n=18$) of the administrators felt the benefit of PSD outweighed the loss of instructional time, while 31.3% ($n=70$) of teachers disagreed.
- More teachers agreed (51.8%, $n=113$) than disagreed (27.1%, $n=59$) that PSD helped them to better understand the goals of high school reform; similarly, more teachers agreed (57.1%, $n=125$) than disagreed (25.6%, $n=56$) that PSD helped them to better understand high school reform in their schools.

Limitations

- The comparison of similarities and differences of training content was limited due to a lack of consistency in training topics and difficulties of obtaining staff development data.
- The reliability of attendance data provided by PSD schools was questionable. The challenges of collecting and validating professional development attendance data precluded drawing reasonable comparisons and conclusions regarding participation levels in PSD and non-PSD schools. Attendance and participation during PSD training activities could not be accurately determined due to: incomplete data provided by schools, sign-in sheets not being dated; omission of school names on sign-in sheets; not having titles of people signing in to determine whether they were teachers, administrators, or other staff; duplicated counts of participants at multiple training sessions; and other confounding factors (e.g., TDAs).

District Considerations

To address the findings in this report, a task force composed of HRD staff members, principals, and area office staff, should be convened to examine alternatives for improving high school reform professional development, in addition to developing standardized, and optimally electronic, data collection methods for documenting professional development activities in District schools. Specifically, the task force should:

- Identify options to ensure that professional development activities provided during PSD specifically address high school reform to improve fidelity of PSD planning and implementation of high school reform initiatives across the District. The task force may consider developing a tract of suggested high school reform training topics for PSD schools to use as guidance for conducting their own high school reform professional development activities.
- Collaborate with a Research Services representative to develop evaluation indicators by January 2008. Indicators should measure whether techniques and/or skills learned in PSD professional development have been applied in the classroom. For example, an observation rubric could be developed that identifies high school reform professional development components that teachers implement in the classroom; PSD classroom observations could be conducted by school-based administrators as part of their periodic classroom walkthroughs.
- Develop standardized procedures and processes for recording professional development activities and attendance through the use of electronic media. Establishing a mandatory

electronic professional development log—possibly using and/or modifying HRD’s current electronic *High School Reform-Professional Development* template—to capture all professional development data (i.e., preplanning, planning, early release, and waiver days) would standardize District practices. As part of these processes, electronic rosters of faculty and staff at each school should be employed to capture attendance at each professional development session in lieu of handwritten sign-in sheets. Additional data to be collected for training activities should include school name, date, topic, trainer, and hours. Electronic data collection tools should be field-tested for ease of use and processes should be established to ensure that schools comply with recording professional development data.

Furthermore, the development and implementation of an HRD staff development data collection system should be completed to facilitate the collection of 2007-08 PSD¹ data by January 2008. Data for the next Status Report of PSD will document findings and PSD training activities through March 31, 2008. The report will be available prior to School Board review of PSD for the 2008-09 school year.

¹ A list of schools and PSD dates approved for the 2007-08 school year may be found in Appendix A.

The School Board of Broward County, Florida
High School Reform Professional Study Days, 2006-2007

Introduction

Federal Legislation has mandated school districts improve teacher quality and redesign their programs to offer maximum outcomes for students. Throughout the nation, policymakers and academic staff have examined ways to utilize high school reform and enhance teachers' professional development in order to improve students' academic achievement. Professional development is viewed as a significant element in promoting changes within high schools and research on evaluating professional development programs often includes student achievement as an outcome (Guskey, 1994)

A proactive stance on secondary reform was taken in Florida with the establishment of a cross-section of education stakeholders that formed the High School Reform Task Force in 2005. In their published position paper, the task force stated "the most promising strategy for sustained substantiated school improvement is building the capacity of school personnel to function as a professional learning community" (Florida Department of Education, 2005).

Broward County is the nation's largest, fully-accredited school district with 32 high schools serving 72,633 students during the 2006-07 academic year (The School Board of Broward County, 2007). During the 2006-07 school year, 22 (68.8%) high schools implemented Professional Study Days (PSD) to provide individual high schools the opportunity to develop additional professional development opportunities with the expectation that high school students' academic performance would be enhanced.

Related Research

The No Child Left Behind Act (NCLB) signed by President Bush in January 2002, provides an educational reform framework that focused on increasing student academic achievement through strategies, such as improving teacher quality and increasing the number of highly qualified teachers in the classroom. The Act required that highly qualified teachers would be in every public school classroom by the end of the 2005-06 school year, thereby forcing school districts to focus on teacher training and certification (U.S. Department of Education, 2003). The American Federation of Teachers (2002) purports that professional development is critical to comprehensive or systemic school reform. They further assert that without professional development, school reform and improved student achievement will not occur.

Research has found that the quality and duration of professional development programs is an important determinant of student achievement (Hirsch, Koppich, & Knapp, 2001). Kennedy (cited in Baker, 1999) reviewed the professional literature related to the effectiveness of various teacher professional development programs and found that hours of contact time, in-class visitation, and programs targeted toward a school's entire teaching staff, rather than toward individual teachers, had little impact on student learning.

A review of the professional literature found that effective professional development should allow teachers enough time to make professional development activities part of their normal teaching responsibilities. Further, the authors found that administrators should enable a school culture that emphasizes collegial interactions among participants in such activities as team planning, sharing and evaluation (Wanzare & daCosta, 2000). Other facets of effective professional development programs are an emphasis on collaboration, an ongoing rather than episodic process, and establishment of measurable goals (Burke, 2000).

Although the U.S. Department of Education (USDOE) reports that as of 1998, as many as 99% of teachers participated in some form of professional development within a twelve-month period; however, for the majority of the teachers, the length of the professional development they participated in was less than one day (2000). A USDOE survey finding that fewer than 36 percent of teachers felt “very well prepared” to implement curriculum and less than 20 percent felt “prepared” to meet the needs of a diverse student body or students who were not English proficient (USDOE, 2002). Without substantial professional development, teachers do not normally change their teaching methods (Sparks & Hirsh, 2007).

Student academic achievement is influenced by professional development when the training is connected to (a) curriculum materials, (b) district and state academic educational standards, and (c) teacher assessment and accountability measures (American Educational Research Association, 2005). A study of 900 school districts in Texas found that teacher expertise, defined as teacher education, licensing examination scores, and experience, accounted for 40% of students’ academic achievements in mathematics and reading (Ferguson, 1991).

Program Description

Broward County Public Schools (BCPS) is committed to redesigning its large urban high schools. Broward County’s High School Reform Plan, aimed at improving student performance, recognizes that one method to reform high schools and enhance student performance is to schedule additional time for professional development and training for teachers. To that end, High School Reform Professional Study Days (PSD) was implemented to support attempts to innovatively create small learning communities within District high schools. The District’s Professional Development Study Days initiative grew out of the District’s and the Broward Teachers Union’s desire to provide individual high school faculties with the autonomy to elect to schedule additional time for teacher professional development and training, beyond the time that was already set aside for this purpose on the District school calendar.

During the 2005-06 school year The School Board of Broward County, Florida (SBBC) approved waivers for PSD, where high schools could use any portion of up to eight additional early release days during the 2006-07 school year for the purpose of implementing school-wide plans for high school reform. In addition to the six early release days scheduled for all District schools in 2006-07, twenty-two high schools in Broward County applied for and were approved for PSD for the 2006-07 school year. During PSD, students at 18 schools were dismissed three hours early and students at four schools were dismissed two hours early for the purpose of high school reform.

The purpose of the early release professional development waivers was to add additional professional development days to the school calendar. Professional development activities were to focus on student achievement and would include best practices that when demonstrated, modeled and mastered, would result in teachers using better teaching methods in the classroom to improve the quality of instruction. Examples of acceptable activities appropriate to be completed during PSD included collegial conversations, curriculum discussions, teacher training, collaborative planning, department meetings focusing on student achievement, and analysis of data for student improvement.

Cost Impact

There are additional transportation costs incurred as a result of implementing professional study days during the 2006-07 school year. At schools approved for PSD, District bus drivers were required to work an additional two hours on each PSD date. Because bus drivers have three to four bus routes each day, a school approved for early release for PSD did not eliminate the cost associated with the remaining daily routes that bus drivers were required to complete. As shown in Table 1, the additional salary and benefits for bus drivers during PSD resulted in a total cost of \$190,226 for the 2006-07 school year.

Table 1
Summary of Transportation Costs by School, 2006-07

School	Hourly rate	Average daily hours	No. of PSD days	No. of buses/drivers	Total salaries/benefits (\$)
Coral Glades High	22.70	2	4	26	4,722
Coral Springs High	22.70	2	8	19	6,901
Cypress Bay High	22.70	2	8	41	14,891
Dave Thomas Education Center	22.70	2	8	20	7,264
Deerfield Beach High	22.70	2	4	33	5,993
Everglades High	22.70	2	8	37	13,438
Flanagan, Charles W. High	22.70	2	6	33	8,989
Fort Lauderdale High	22.70	2	8	24	8,717
Hallandale Adult	22.70	2	8	19	6,901
Hollywood Hills High	22.70	2	4	32	5,811
McArthur High	22.70	2	8	12	4,358
McFatter, William T. Technical Ctr.	22.70	2	8	55	19,976
Miramar High	22.70	2	8	32	11,622
Monarch High	22.70	2	8	16	5,811
Northeast High	22.70	2	8	20	7,264
Nova High	22.70	2	8	56	20,339
Piper High	22.70	2	4	29	5,266
Plantation High	22.70	2	6	34	9,262
Pompano Beach High	22.70	2	6	39	10,624
South Broward High	22.70	2	2	21	1,907
Stranahan High	22.70	2	4	32	5,811
Whiddon-Rogers Education Center	22.70	2	8	12	4,358
Total					190,226

Note. Data supplied by the Transportation Services Department.

Purpose of the Evaluation

The purpose of this evaluation was to determine if the additional PSD positively impacted teaching and learning in participating schools. Specifically, the research questions addressed were:

1. How are additional Professional Study Days implemented in comparison with traditional professional development in non-participating schools?
2. What high school reform initiatives were developed by participating schools? What specific activities, training, staff development, or administrative workshops were provided during the additional Professional Study Days compared to a sample of schools without extra Professional Study Days?
3. How does the participation of teachers at high schools with Professional Study Days compare with teacher participation in professional development activities at schools not approved for Professional Study Days?
4. To what extent did professional development activities at schools with and without Professional Study Days align with teachers' Professional Growth Plans and School Improvement Plans?
5. What were teachers' perceptions of the effectiveness of, and satisfaction with, additional Professional Study Days?

Methods

The evaluation design employed a mixture of qualitative and quantitative techniques, and multiple measures to respond to research questions evaluating the overall success and effectiveness of PSD. A meeting was held with two principals from schools approved for PSD to gather information about PSD. Additionally, an interview was conducted with a BCPS Human Resource Department (HRD) administrator to obtain background information related to HRD policies and procedures regarding PSD.

Multiple documents were examined and compared that contained information regarding implementation and content of PSD at the 22 schools approved for the additional study days including PSD school waiver requests and the Broward Teachers Union Contract. Additionally, in order to compare the efficacy of schools with PSD compared to schools without PSD, the following documents from PSD and non-PSD schools were reviewed: (a) training schedules; (b) training agendas; (c) sign-in/attendance sheets; (d) Professional Development Templates; (e) School Improvement Plans (SIPs); and (e) teachers' Professional Growth Plans (PGPs).

Two surveys, one for teachers and one for administrators at PSD schools, were developed by the evaluator. Administrators and a random sample of teachers at schools that were approved for PSD were asked to complete the appropriate level survey, depending upon their position, in order to ascertain their perceptions of the effectiveness of, and their satisfaction with, PSD. Twenty-one administrators and 350 teachers, from 21 of the 22 schools approved for PSD, were

surveyed². As displayed in Figure 1, a total of 245 surveys were completed, equating to response rates of 100.0% ($n=21$) for administrators and 64.0% ($n=224$) for teachers.

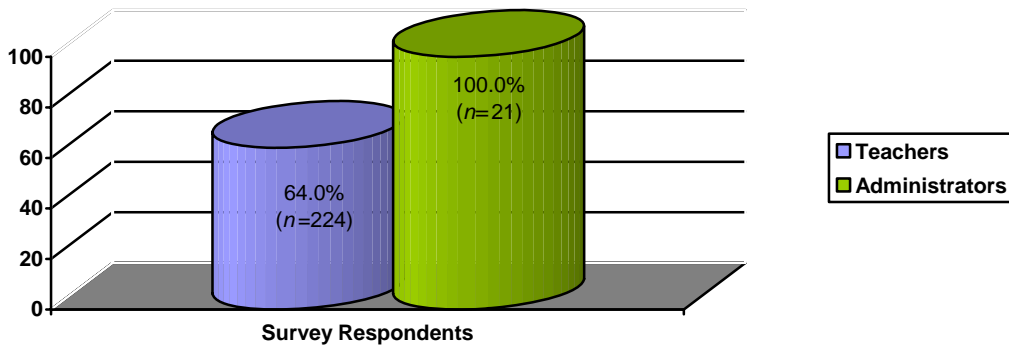


Figure 1. Response rates for teacher and administrator surveys.

The teacher survey contained a total of 28 questions: six background questions; 19 Likert-scaled questions used to gauge the groups' perception of the effectiveness of, and their satisfaction with, PSD; and three open-ended questions used to ascertain the benefits of PSD, ways to improve the PSD program, and an option to provide additional comments. The administrator survey mirrored the teacher survey with additional open-ended questions pertaining to the waiver process, determination of content of PSD, high school reform initiatives undertaken, and the frequency of specific professional development activities.

Findings

1. *How are additional Professional Study Days implemented in comparison with traditional professional development in non-participating schools?*

To gain a broad understanding of the implementation process of PSD compared to traditional professional development in non-participating schools, an individual interview was held with an administrator from the BCPS Human Resource Development Department; and a meeting was held with two principals at schools approved for PSD. Additionally, multiple documents were reviewed related to District policies and District and individual school-related professional development.

A Memorandum of Understanding between SBBC and the Broward Teachers Union (BTU), signed on August 8, 2005, sets out the procedures to address high school reform initiatives related to staff development at the District and school levels. The memorandum gives high school faculties the flexibility of meaningful staff development on specific early release days for the sole purpose of high school reform.

During the 2005-06 school year, high schools were allowed to request a waiver from the School Board, to utilize any portion of up to eight additional early release days during the 2006-07 academic year for the purpose of implementing school-wide professional development plans for high school reform. SBBC and the BTU agreed on the designation of the days available for high school reform early release with the expectation that flexibility should be built

² The principal from Deerfield Beach High School retired and was therefore not surveyed.

into the establishment of such days in order to address concerns, such as student contact time and transportation.

The 2005-06 BTU contract, applicable to both PSD and non-PSD schools, stated that “schools have flexibility on how to utilize up to their current allocation of twenty-seven (27) hours per year of the total time available for professional development, exclusive of time allocated for teacher planning and preparation.” The contract specified that the school calendar should contain ten planning days of six hours each, throughout the school year, with four of those days occurring at the beginning of the school year. Professional development activities could be scheduled on the planning days or during two hours on two separate early release days. For the 2006-07 school year, the four preplanning days were designated for August 8, 9, 10, and 11, 2006. The remaining six planning days were scheduled on October 20, December 22, 2006, January 8, March 16, April 9, and June 1, 2007. The two early release days identified for professional development were August 24, 2006, and April 26, 2007.

At the high school level, the Memorandum of Understanding provided for the development at each school of a School Professional Development Team, composed of an equal number of School Advisory Committee (SAC) members and Faculty Council members. This team was to gather input from the faculty, examine school and student data, and conduct a needs assessment to develop customized activities for the staff professional development time allotted to early release and planning days. The activities were to correspond to the goals established in each high school’s School Improvement Plan (SIP). Each school had the flexibility to determine the allotment of time, among all or a portion of the days available for professional development, that best met the needs of each individual high school staff’s professional development activities.

Once the activities for the early release days and the planning days were established, if additional professional development time was needed to achieve the goals of the SIP, then each school had the option to initiate a high school reform waiver vote. School Board Policy 1403 provides a procedure, whereby any school can request a waiver for up to a five-year period to School Board policy and/or the BTU contract for the purpose of removing barriers to school improvement. The school can vote for either additional use of teacher planning time for professional development purposes and/or a waiver to add early release days from among those additional days designated for such purposes. All waivers must be approved by a 66 and 2/3 percent vote of the faculty and be endorsed by the school community at a public meeting. The Professional Development Day waivers for 2006-07 were approved for one year, so that new dates and areas of focus for professional development could be developed for the following year based on the 2006-07 outcomes.

The process to implement PSD waivers was established as part of the bargaining process with BTU. The District HRD department became involved in the process in Summer 2006, after the high schools had applied and been approved for the waivers in Spring 2006. The HRD department then developed the electronic Professional Development Template that identifies training needs, activities, what activities would occur prior to the next meeting, and results of training sessions. The electronic template was made available to all District schools, but use of the instrument was not mandatory.

Table 1 identifies the schools approved for PSD for the 2006-07 school year, the percentage of teachers approving the additional staff development days, the number of hours of student release each day, the number of days and the dates that were approved for PSD. For the 2006-07 school year, 22 high schools requested and were approved additional staff development days (early release/PSD) for the purpose of high school reform. A total of 144 PSD, ranging from a low of two days to a high of eight days for each school, were approved by the 22 high schools. The waivers at the 22 schools resulted in an additional 404 hours of professional development being provided to BCPS teachers and staff or an average of 18.4 hours for each school. When examining the total number of additional hours for individual schools, South Broward had the lowest with six hours, while ten schools had the maximum of 24 additional hours.

Eighteen of the schools dismissed students three hours early for PSD while four schools (Deerfield Beach, Hallandale Adult, Dave Thomas, and Whiddon Rogers) dismissed students two hours early. Eight days were approved by 59.1% ($n=13$) of the schools, six days by 13.6% ($n=3$), four days by 22.7% ($n=5$), and two days by 4.5% ($n=1$). The most popular days for PSD were in the beginning of the academic year (September 21, 2006) and the beginning of the calendar year (January 25, 2007). The least popular days were prior to the winter break (December 7, 2006) and at the end of the school year (May, 17, 2007).

Table 1
Summary of Schools Approved for Professional Study Days for the 2006-07 School Year

School	% teachers approved	No. of days	Hours each day	Total No. of hours	2006-07 Professional Study Days								
					9/21	10/26	11/16	12/7	1/25	2/15	3/22	5/17	
Coral Glades High	99.6	4	3	12	X	X	X					X	
Coral Springs High	88.0	8	3	24	X	X	X	X	X	X	X	X	X
Cypress Bay High	94.0	8	3	24	X	X	X	X	X	X	X	X	X
Dave Thomas Ed. Center	89.0	8	2	16	X	X	X	X	X	X	X	X	X
Deerfield Beach High	72.0	4	2	8	X	X	X		X				
Everglades High	70.0	8	3	24	X	X	X	X	X	X	X	X	X
Flanagan, Charles W. High	77.0	6	3	18	X	X	X		X	X	X		
Fort Lauderdale High	70.6	8	3	24	X	X	X	X	X	X	X	X	X
Hallandale Ad. Comm. Ctr.	87.5	8	2	16	X	X	X	X	X	X	X	X	X
Hollywood Hills High	84.0	4	3	12	X	X			X		X		
McArthur High	100.0	8	3	24	X	X	X	X	X	X	X	X	X
McFatter, William T. Technical Center	70.0	8	3	24	X	X	X	X	X	X	X	X	X
Miramar High	76.0	8	3	24	X	X	X	X	X	X	X	X	X
Monarch High	72.0	8	3	24	X	X	X	X	X	X	X	X	X
Northeast High	82.7	8	3	24	X	X	X	X	X	X	X	X	X
Nova High	66.3	8	3	24	X	X	X	X	X	X	X	X	X
Piper High	77.0	4	3	12	X		X		X				X
Plantation High	71.5	6	3	18	X		X		X	X	X	X	X
Pompano Beach High	77.7	6	3	18	X	X	X		X	X	X		
South Broward High	96.2	2	3	6	X				X				
Stranahan High	67.0	4	3	12	X		X		X		X		
Whiddon Rogers Ed. Ctr.	87.0	8	2	16	X	X	X	X	X	X	X	X	X
Total		144		404	22	18	20	13	21	16	19	15	

Note. Hours each day represents the amount of time students are released.

In a survey completed by 224 teachers at schools approved for PSD, 91.5% ($n=205$) of respondents voted on whether their school should seek a waiver for additional staff development days. Of those who voted, 68.3%, ($n=153$) voted to approve additional days, 23.2%, ($n=52$) voted to reject additional days, and 8.5% ($n=19$) responded “not applicable” or “I did not vote.” All of the respondents ($n=21$) on the administrator survey voted to approve additional days.

Teachers who voted to approve additional study days were also asked, how the number of days finally approved compared to the number of days they felt should be approved. Teacher responses indicated that 14.7%, ($n=33$) stated the approved days were higher than what they thought should be approved, 58.5% ($n=131$) stated the approved days were what they thought should be approved, and 11.6% ($n=26$) stated the approved days were lower than what they thought should be approved. The remaining teachers indicated that they did not vote.

Twenty-one administrators at schools with PSD responded to two open-ended questions related to the processes used to determine whether to request PSD and to determine the training content that was offered during these additional days. Responses to both questions were analyzed by content analysis and grouped into categories. Results are reported in Tables 2 and 3.

Table 2 provides the responses administrators ($n=21$) gave to the question asking, what process was used at their school to determine whether to request PSD. Several respondents listed more than one step that was taken at their school. Slightly over one fourth of the responses (26.9%, $n=7$) revealed that a professional staff development committee took the lead and either conducted a needs assessment and/or planned topics for the professional development activities at their school. A similar number of respondents (23.1%, $n=6$) reported that staff was surveyed or a needs assessment was conducted, and that multiple venues were used in the process, which included School Advisory Committees, leadership teams, electronic conferences, after school meetings, and community forum meetings. Respondents also reported voting on waivers at faculty meetings (19.2%, $n=5$) or following District or union procedures to request PSD waivers (7.7%, $n=2$).

Table 2
Summary of Administrator Responses Regarding the Process Schools Undertook to Determine Whether to Request Professional Study Days Waivers

Category	Administrator responses	
	<i>n</i>	<i>%</i>
Professional staff development committee took the lead and conducted a needs assessment and/or planned topics for the professional development activities at the school	7	26.9
Staff were surveyed and/or a needs assessment was conducted	6	23.1
Multiple venues utilized (e.g., SAC, leadership teams, electronic conference, after school meetings, community forum meetings)	6	23.1
Faculty meetings leading up to a vote	5	19.2
Followed district procedures or union contract	2	7.7

Note. Administrators ($n=21$) were able to respond more than once to this question for a total of 26 responses.

Table 3 summarizes responses from administrators at PSD schools regarding the process used at their schools to determine training content for PSD. Most respondents (36.6%, $n=15$) indicated that a needs assessment was conducted to determine professional development content and resource needs. Training content was also determined by the use of staff and/or professional development teams (31.7%, $n=13$), through the use of faculty councils, leadership teams and department chairs (17.1%, $n=7$) or based on student test data (7.3%, $n=3$). Additionally, three processes were each listed by one respondent (7.3%): using high schools that work technical assistance, researching and purchasing training resources, and using district requirements for determination of professional development content.

Table 3

Summary of Administrator Responses Regarding the Process Schools Undertook to Determine the Training Content that was Offered During the Additional Professional Study Days

Category	Administrator responses	
	<i>n</i>	<i>%</i>
Needs assessment as it relates to professional development	15	36.6
<ul style="list-style-type: none"> • Professional development needs • Resource needs 		
Used staff and/or professional development teams	13	31.7
<ul style="list-style-type: none"> • Outline basic training content • Conduct needs assessment • Create menu of options • Survey staff • Plan training schedules 		
Multiple venues utilized	7	17.1
<ul style="list-style-type: none"> • Faculty council • Leadership teams • Department chairs brainstorm ideas and discuss with staff 		
Used student test data	3	7.3
<ul style="list-style-type: none"> • FCAT • Benchmark data 		
Other	3	7.3
<ul style="list-style-type: none"> • Using high schools that work technical assistance • Researching and purchasing training resources • Using district requirements for determining staff development content 		

Note. Administrators ($n=21$) were able to respond more than once to this question for a total of 41 responses.

Appendix B presents PSD professional development activities, training, staff development, or administrative workshops that were planned or provided at the 22 PSD schools during the 2006-07 school year.

2. *What high school reform initiatives were developed by participating schools? What specific activities, training, staff development, or administrative workshops were provided during the additional Professional Study Days compared to a sample of schools without extra Professional Study Days?*

BCPS Research Services Department requested that all schools approved for PSD and five non-PSD schools submit all 2006-07 training agendas, calendars, schedules, and sign-in sheets for evaluator review. A lack of consistency across schools, and the thoroughness of the data provided, made it difficult to make appropriate comparisons. Specific limitations included: a) the similarities/differences of the training and activities across schools were difficult to determine because there was no consistency in the documentation of the professional development content of the training provided by schools (e.g., different titles, lack of common categorization, etc.); b) some PSD schools that provided PSD waiver information did not submit data pertaining to traditional professional development provided during the 2006-07 school year; c) two of the five non-PSD schools submitted no information while a third school only submitted information for three traditional professional development days; and d) data was requested prior to the last waiver day of the 2006-07 school year.

Despite limitations due to incomplete data and the lack of consistency in reporting professional development activities, Table 4 summarizes the data provided using common professional development themes and organized by training category: a) training held during PSD days; b) traditional professional development held on non-waiver days at PSD schools; and c) traditional professional development held at non-PSD schools.

As shown in Table 4, during PSD waiver days, more than half of the PSD schools (59.1%, $n=13$) approved for PSD waivers held collegial conversation, including sharing best practice, team building, and vertical team building; the same proportion of schools conducted professional development training on curriculum-related topics. Fewer than half of schools approved for PSD (45.5%, $n=10$) trained teachers on the 9 High Yield Strategies during PSD. Other professional development topics addressed during PSD included professional learning communities (27.3%, $n=6$), technology in the classroom (22.7%, $n=5$), OVAL training (18.2%, $n=4$), 7 Correlates of Effective Schools (13.6%, $n=3$), Virtual Counselor (13.6%, $n=3$), and Pinnacle (13.6%, $n=3$). Additionally, 15 schools listed unique staff development topics, which may represent staff development activities that were customized to the needs of individual PSD schools.

During non-waiver days, almost half of PSD schools (45.5%, $n=10$) conducted professional development activities in collegial conversation, while 40.9% ($n=10$) of PSD schools provided training on professional learning communities and the One Voice Plan. About one-fourth of schools approved for PSD held professional development on curriculum-related topics (27.3%, $n=6$) and technology in the classroom (22.7%, $n=5$). In contrast, one-third of non-PSD schools (33.3%, $n=1$) gave teachers an opportunity to hold collegial conversations, address curriculum-related issues, and be trained in Conversation, Help, Activity, Movement, Participation, and Signal (CHAMPs), while two-thirds (66.7%, $n=2$) of schools addressed 9 High Yield Strategies and technology in the classroom during their professional development days.

Overall, higher percentages of PSD schools than non-PSD schools held professional development in 10 of 13 professional development activities. However, the small sample size of

data submitted for non-PSD schools, and the lack of consistent reporting standards among schools, limits the interpretability of these findings.

Table 4

Number and Percentage of Schools that Provided Professional Development Activities at PSD and Non-PSD Schools by Type of Professional Development, 2006-07

Activity	PSD schools waiver days professional development		PSD schools traditional professional development		Non-PSD schools traditional professional development	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Collegial conversation, vertical teaming, team building, sharing best practice	13	59.1	10	45.5	1	33.3
Curriculum-related	13	59.1	6	27.3	1	33.3
9 High Yield Strategies	10	45.5	4	18.2	2	66.7
Professional learning communities	6	27.3	9	40.9	0	0.0
Technology in the classroom/Gradebook	5	22.7	5	22.7	2	66.7
Oval training	4	18.2	1	4.5	0	0.0
7 Correlates of Effective Schools	3	13.6	2	9.1	0	0.0
Virtual Counselor	3	13.6	3	13.6	0	0.0
Pinnacle	3	13.6	4	18.2	0	0.0
BAT analysis	2	9.1	0	0.0	0	0.0
One Voice Plan	2	9.1	9	40.9	0	0.0
Rubrics	2	9.1	1	4.5	0	0.0
CHAMPs	0	0.0	0	0.0	1	33.3

The administrator survey included an open-ended question asking, what high school reform initiatives were developed at their school. Results are reported in Table 5. Thirty-one high school reform initiatives were identified by 21 respondents. The most frequent response (32.3%, $n=10$) related to the use or increase of Smaller Learning Communities. The respondents, who identified Smaller Learning Communities as a high school reform initiative, described using the communities to share best practices and universal implementation of various academic strategies. Six respondents (19.4%) reported developing standards-based curriculum, instruction syllabi, and exam and/or instruction initiatives. Two respondents (6.5%) reported development of common and/or integrated assessments, while two responses (6.5%) related to a team concept being developed by faculty or vertical teaming strategies. Eleven responses described unique initiatives listed by only one administrator.

Table 5

Summary of Administrator Responses Regarding What High School Reform Initiatives were Developed at PSD Schools

Response	Administrator responses	
	<i>n</i>	%
Use/increase of Smaller Learning Communities	10	32.3
Development of standards-based and/or common curriculum, instruction, syllabi and/or exams	6	19.4
Development of common and/or integrated assessments	2	6.5
A team concept was developed by faculty, vertical teaming strategies	2	6.5
Study groups to develop guidance and advisement program	1	3.2
Academic engagement	1	3.2
Implementation of 7 Correlates of Effective Schools	1	3.2
Personalization of advisory lesson	1	3.2
School wide reading initiative	1	3.2
Development of talking points to begin communication with colleges/universities	1	3.2
Changed bell schedules to give students the opportunity to take science and social studies	1	3.2
Collaborated with middle schools to ensure a smooth transition from middle to high school	1	3.2
Implemented F.I.R.S.T. – Freshman Institute Reaching for Success as Toronados	1	3.2
Followed Sizer’s Breaking Ranks II strategies	1	3.2
None	1	3.2

Note. Administrators ($n=21$) were able to respond more than once to this question for a total of 31 responses.

Administrators at schools approved for PSD were asked what subjects teachers were trained in during PSD professional development activities during the 2006-07 school year. Table 6 presents the number and percentage of schools that provided staff development for the subjects listed. Of responding administrators ($n=21$), most PSD schools provided training to teachers in reading (85.7%, $n=18$), technology (81.0%, $n=17$), instructional strategies (81.0%, $n=17$), and Exceptional Student Education (ESE) (66.7%, $n=14$) during the additional PSD.

Table 6

Number and Percentage of Schools that Provided Professional Development Activities by Subject During Professional Study Days, 2006-07

Activity	n	%	Activity	n	%
Art	12	57.1	Library/Media	11	52.4
Behavior Management	12	57.1	Mathematics	13	61.9
Classroom Management	13	61.9	Music	11	52.4
ESE	14	66.7	Physical Education	12	57.1
ESOL	13	61.9	Reading	18	85.7
Foreign Language	12	57.1	School to Career	10	47.6
Guidance	12	57.1	Science	13	61.9
Health Education	11	52.4	Social Studies	12	57.1
Instructional Strategies	17	81.0	Technology	17	81.0
JROTC	11	52.4	Vocational	11	52.4
Language Arts	11	52.4	Other	5	23.8

3. *How does the participation of teachers at high schools with Professional Study Days compare with teacher participation in professional development activities at schools not approved for Professional Study Days?*

The challenges of collecting and validating professional development attendance data precluded drawing reasonable comparisons and conclusions regarding professional development participation levels in PSD and non-PSD schools. Quantitative information regarding teacher participation levels and participation rates by activity type were gained via a review of training schedules, agendas, actual attendance and/or sign-in sheets for training days at PSD schools and for a sample of schools without PSD, and written surveys completed by school administrators and teachers.

The District's policy related to taking attendance and implementing professional development is site-based and at the discretion of the administration of each high school. The only time there is consistency among schools is if the training is counted for in-service credits, wherein there are standardized forms that must be completed; however, it is not mandatory for schools to initiate in-service credits.

Research Services requested that the 21 PSD schools submit copies of attendance/sign-in sheets for all preplanning, planning, early release and PSD. PSD attendance/sign-in sheets were not requested from Deerfield Beach High, as this school was not identified on the original Agenda Request Form as a participating school³. PSD participation levels were not provided by six PSD schools or could not be determined from the data provided. Attendance and sign-in logs for preplanning, planning, and early release professional development days were also requested from five randomly sampled non-PSD schools. However, only three non-PSD schools sent data appropriate for answering this research question.

³Twenty-one schools were identified on the Agenda Request Form (May 16, 2006) as requesting waivers for additional professional development days. The Waiver Request for Deerfield Beach High School was approved by the School Board on June 20, 2006.

The external evaluator reviewed all documents submitted and manually counted signatures in attendance logs. The validity of the data reviewed was questionable, as there were no standardized processes or forms used by the schools. For example, some sheets submitted by schools had no date when the training was held or no topic for the training. Some schools had teachers sign a blank sheet of paper, and a number of schools provided no data for certain dates. Other schools had preprinted sheets with the names of faculty already provided. Schools often had multiple topics for each professional development day, with multiple sign-in sheets; thus, attendance lists were often duplicated counts of teachers.

Additionally, the total number of instructional staff (and instructional support staff) in the Data Warehouse often differed from staffing counts in school professional development attendance records, which may represent a more up-to-date accounting of school-based staff. Generally, staffing counts included staff intended to attend professional development training and more specifically, PSD professional development addressing high school reform, which may include school-based support staff (e.g., guidance, ESE specialists, etc.) in addition to instructional personnel. Finally, some absences during professional development days may have been due to teacher absences, Temporary Duty Authorizations (TDAs), or other scheduling conflicts. As a result of these challenges of collecting and validating professional development attendance, no reasonable conclusions could be drawn from comparisons of teacher participation in PSD schools to non-PSD schools.

Teachers were surveyed and asked whether attendance was mandatory at the trainings and workshops during PSD. There was almost unanimous agreement (98.2%, $n=220$) that attendance was mandatory at the professional development activities provided during PSD.

4. To what extent did professional development activities at schools with and without Professional Study Days align with teachers' Professional Growth Plans and School Improvement Plans?

The degree to which professional development activities at schools with and without PSD aligned with teachers' Professional Growth Plans (PGPs) and School Improvement Plans (SIPs) was to be determined initially by analyzing a random sample of 10 teachers' PGPs and SIPs at PSD and 10 non-PSD schools. However, only nine PGPs were received by the evaluator and all of them were from schools with PSD. Three questions on the teacher and administrator surveys related to perceptions of whether or not the professional development activities aligned with PGPs and SIPs.

Two steps were taken to determine if the PGPs, SIPs, and activities aligned. First each teacher's PGP was examined to see if it aligned with their school's SIP. Then the professional activities provided on both waiver days and non-waiver days were examined to determine whether they supported the topics listed in the PGP and SIP. When analyzing whether the PGP and SIP aligned with the schools' professional development activities, two items on the PGP were examined. These items were the SMART (Specific, Measurable, Attainable, Reasonable, Time Bound) goal and the Staff Development Objective. On the SIP, the item analyzed was the SIP Plan Objectives. On 100% ($n=9$) of the cases reviewed, the PGPs and SIPs were aligned. In

88.8% ($n=8$) of the cases examined, the professional development activities aligned with the individual teachers' PGPs and the SIPs.

Table 7 reports the teachers' and administrators' perceptions of the alignment of PSD to SIPs and PGPs. Strongly agree and agree responses for each group were combined and are reported in the table. Review of these data revealed a difference in perception between teachers and administrators with regard to alignment of PSD to SIPs and PGPs. On two statements, administrators agreed (100%, $n=21$): (a) that activities undertaken during the PSD aligned with their SIP and (b) that PSD were needed to achieve the goals on the SIP. While 80.6% ($n=175$) of the teachers felt that PSD aligned with their SIP, just over half (54.9%, $n=118$) felt that PSD were needed to achieve the goals of their SIP. Over 90% of the administrators ($n=19$) and 63.7% ($n=142$) of the teachers agreed that the activities undertaken during PSD aligned with teachers' PGPs.

Table 7

Teacher and Administrator Perceptions of the Alignment of Professional Study Days with Professional Growth Plans and School Improvement Plans

Survey item	Teacher agreement ($n=224$)		Administrator agreement ($n=21$)	
	<i>n</i>	%	<i>n</i>	%
The activities undertaken during the additional PSD aligned with my PGP	142	63.7	19	90.5
The activities undertaken during the additional PSD aligned with my SIP	175	80.6	21	100.0
The additional PSD were needed to achieve the goals of my SIP	118	54.9	21	100.0

5. *What were teacher's perceptions of the effectiveness of, and satisfaction with, additional Professional Study Days?*

Table 8 reports teacher and administrator perceptions and satisfaction with PSD. Responses of agreement (i.e., Strongly agree and Agree) and disagreement (i.e., Strongly disagree and Disagree) were combined and are reported for each group. With the exception of two additional questions on the teacher survey and one additional question on the administrator survey, teachers and administrators were asked parallel questions.

For the 14 questions that were asked of both groups, administrators exhibited a higher level of agreement on all survey items than teachers. Over 75% of the administrators agreed with all the statements. Further, 81.0% ($n=17$) of the administrators and 61.9% ($n=138$) of the teachers agreed that the training that was provided during PSD helped them to become a better teacher. However, 41.3% ($n=92$) of the teachers agreed with the statement that PSD increased teachers' understanding of the content areas they taught, while 36.3% ($n=81$) disagreed with the statement. Administrators' responses to the same question reveal that 76.2% ($n=16$) agreed, and 9.5% ($n=2$) disagreed that PSD increased teachers' understanding of the content areas they taught.

Two statements were asked to determine the impact that PSD had on students. More than three fourths (81.0%, $n=17$) of the administrators and 56.7% ($n=122$) of the teachers agreed that PSD

helped to increase student achievement, and 90.5% ($n=19$) of the administrators and 63.3% ($n=140$) of the teachers agreed that PSD were aligned to meet the needs of students.

Seventy percent or more of both teachers and administrators felt that: (a) teachers were able to provide input for the content of PSD, (b) PSD helped to facilitate curriculum discussion; (c) PSD helped to develop collegiality, and (d) PSD helped to encourage reflective practice. On two statements, administrators (100%) were in agreement that PSD: (a) activities aligned with their school's high school reform efforts, and (b) helped to communicate high school reform to teachers. In contrast, while most teachers agreed that additional PSD helped them to better understand the goals of high school reform (51.8%, $n=113$) and high school reform in their school (57.1%, $n=125$), more than one-fourth disagreed with each of these statements.

Two questions addressed the quality of the activities provided during PSD and whether the benefits of having additional days of training outweighed the loss of instructional time. Slightly more than half (56.3%, $n=126$) of the teachers and all but one of the administrators (95.2%, $n=20$) were satisfied with the quality of PSD activities, while 25.4% ($n=57$) of teachers disagreed. Half (50.4%, $n=113$) of the teachers and 85.7% ($n=18$) of the administrators felt the benefit of PSD outweighed the loss of instructional time, while 31.3% ($n=70$) of the teachers did not think the benefit outweighed the classroom time lost.

Table 8

Teacher and Administrator Perceptions of the Impact of Professional Study Days

Survey statement	Teachers ($n=224$)				Administrator ($n=21$)			
	Agreement		Disagreement		Agreement		Disagreement	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to provide input for the content/subject matter of the additional PSD	156	70.0	37	16.6	20	95.2	0	0.0
I am able to define my own professional development needs	131	58.7	62	27.8	19	90.5	1	4.8
Additional PSD helped me to better understand the goals of high school reform	113	51.8	59	27.1	n/a	n/a	n/a	n/a
Additional PSD helped me to better understand high school reform in my school	125	57.1	56	25.6	n/a	n/a	n/a	n/a
The activities undertaken during the additional PSD aligned with the high school reform efforts at my school	137	64.6	29	13.7	20	95.2	0	0.0
The additional PSD helped to communicate high school reform to teachers	n/a	n/a	n/a	n/a	21	100.0	0	0.0
The additional PSD helped to increase student achievement	122	56.7	45	20.9	17	81.0	0	0.0

(table continues)

Table 8 (continued).

Survey statement	Teachers (n=224)				Administrator (n=21)			
	Agreement		Disagreement		Agreement		Disagreement	
	n	%	n	%	n	%	n	%
The additional PSD were aligned to meet the needs of students	140	63.3	38	17.2	19	90.5	0	0.0
The training that was provided during the additional PSD helped me to become a better teacher	138	61.9	53	23.8	17	81.0	0	0.0
The additional PSD increased my understanding of the content area I teach	92	41.3	81	36.3	16	76.2	2	9.5
The additional PSD helped to facilitate curriculum discussions	165	74.0	36	16.1	20	95.2	0	0.0
The additional PSD helped to facilitate collaborative planning	147	65.9	43	19.3	19	90.5	0	0.0
The additional PSD helped develop collegiality	162	73.6	32	14.5	19	90.5	0	0.0
The additional PSD encouraged reflective practice	156	70.3	30	13.5	19	90.5	1	4.8
The additional PSD enhanced my pedagogic knowledge	125	57.1	47	21.5	18	85.7	1	4.8
I am satisfied with the quality of the activities provided during the additional PSD	126	56.3	57	25.4	20	95.2	1	4.8
The benefit of having additional days of training outweighed the loss of instructional time	113	50.4	70	31.3	18	85.7	0	0.0

Note. n/a indicates not applicable. Item response scale is: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, and Don't Know/Does not apply. Only responses of agreement and disagreement are included, therefore, percentages may not total to 100%.

Teachers and administrators at schools with PSD were surveyed and asked in an open-ended question to identify the one aspect of PSD that has been most beneficial to them. The responses to the question were analyzed using content analysis techniques, and grouped into eight categories. Results are reported in Table 9.

Teachers and administrators rated the categories in the same order in relation to the most and to the least beneficial. Both groups identified collegiality as the most beneficial aspect. Teachers (41.1%, $n=92$) and administrators (57.1%, $n=12$) stated that the benefits of collegiality included sharing and learning from each other, sharing of best practice, and cross curriculum discussion. The second most beneficial aspect, rated 24.6% ($n=55$) by teachers and 23.8% ($n=5$) by administrators, was the activities to improve teaching skills. The one comment provided repeatedly related to teaching skills was the benefits of learning technology skills. Learning strategies to increase student achievement was the third most common benefit listed by 5.4% ($n=12$) of the teachers and 9.5% ($n=2$) of the administrators. Time to reflect on practice and having additional staff development times were benefits listed by less than 6% of both groups.

Less than 1% ($n=2$) of the teachers listed earning continuing education units (CEUs) and/or in-service points as a benefit. Thirteen teachers (5.8%) stated there was no benefit to PSD.

Table 9

Administrator and Teacher Responses to: What has been the one aspect of the additional Professional Study Days that has been most beneficial to you?

Category	Teachers responses ($n=224$)		Administrator responses ($n=21$)	
	<i>n</i>	%	<i>n</i>	%
Collegiality	92	41.1	12	57.1
Activities to improve teaching skills	55	24.6	5	23.8
Strategies to increase student achievement	12	5.4	2	9.5
Time to reflect on practice	12	5.4	1	4.8
Additional staff development time	4	1.8	1	4.8
Earning CEUs and/or in-service points	2	.9	--	--
No benefit	13	5.8	--	--
No response provided	34	15.2	--	--

Note. "--" indicates no response.

Teachers and administrators were asked how PSD could be improved. The responses were content analyzed and grouped into eleven categories. Results are reported in Table 10. Teachers' comments provided more thorough recommendations, whereas administrators' responses were often vague or not consistent with other responses. The most frequent response provided by teachers (14.7%, $n=33$) was related to curriculum issues, with a large proportion wanting more technology related training. Only one (7.7%) curriculum-related response was received by an administrator. Scheduling of days and better use of time spent for PSD was the second most frequent response by teachers (12.5%, $n=28$). Scheduling was also noted by 15.4% ($n=2$) of the administrators (e.g., don't schedule PSDs on exam days).

Twenty-five teachers (11.2%) wanted more flexibility of choice regarding PSD topics and more input on training content. Slightly more than 10% of the teachers ($n=23$) and 19.0% ($n=4$) of the administrators suggested allowing departments or content areas to work more closely together during PSD. There were 4.9% ($n=11$) overall positive comments and 3.6% ($n=8$) overall negative comments provided by teachers to this question compared to 9.5% ($n=2$) positive and 4.8% ($n=1$) negative comment by administrators. Slightly less than 10% ($n=22$) of the teachers wanted better and/or more relevant training, while 9.4% ($n=21$) wanted the training to have a greater focus on the content area in which they taught. Further, 8.0% ($n=18$) of the teachers felt it would be beneficial to increase collaborative planning. There were 19 teacher responses given of either a general positive (4.9%, $n=11$) or negative (3.6%, $n=8$) response that did not identify a specific suggestion for improvement.

Table 10

Administrators and Teachers Responses to: How could Professional Study Days be improved?

Category	Teachers responses (n=224)		Administrator responses (n=21)	
	n	%	n	%
Curriculum-related issues	33	14.7	1	4.8
Scheduling	28	12.5	3	14.3
Flexibility of choice; more input on training content	25	11.2	--	--
Allow departments (content areas) to work more closely together	23	10.3	4	19.0
Better/more relevant training	22	9.8	--	--
Other	22	9.8	6	28.6
Greater focus on content and/or subject area	21	9.4	--	--
Increased collaborative planning	18	8.0	--	--
Do not know/no response provided	13	5.8	4	19.0
General positive comment	11	4.9	2	9.5
General negative comment	8	3.6	1	4.8

Note. "--" indicates no response.

Administrators and teachers were also given the opportunity to provide any additional comments regarding PSD. Four administrators (19.0%) responded that PSDs were a positive experience. Respondent comments included that PSDs “have provided the staff with opportunities to learn from each other,” “have been a much needed element of high school reform,” and “have provided the opportunity for teacher growth that should happen throughout the District.” There were no negative comments provided by administrators. Teachers provided 41 comments under the additional comment section of the survey. Of those comments, 65.9% (n=27) were positive comments and 34.1% (n=14) were negative.

Summary

Overall, the determination of the effectiveness of PSD is limited to documentation of the reform initiatives held during PSD and teacher perceptions of the impact of the additional days of professional development. Most high schools in the District chose to request a waiver and implemented a variety of topics to enhance the professional development activities at their schools. An additional 404 hours of training time was added to professional development programs in 22 District high schools through the implementation of PSD. The training activities offered at the schools aligned with the schools’ School Improvement Plans (SIP) and teachers’ Professional Growth Plans (PGP). Teacher and administrator perceptions of the effectiveness of PSD were mostly positive; however, more than one-fourth of teachers were not satisfied with the quality of PSD activities, disagreed that the additional PSD outweighed the loss of instructional time, and indicated that PSD had not helped them to better understand high school reform.

Implementation

- Twenty-two schools (68.8%) were approved for PSD during the 2006-07 school year.
- The waivers resulted in an additional 404 hours of professional development being provided to Broward County Public Schools (BCPS) teachers and staff or an average of 18.4 hours per school.
- Eight days were approved by 59.1% ($n=13$) of the schools, six days by 13.6% ($n=3$), four days by 22.7% ($n=5$), and two days by 4.5% ($n=1$).
- More than half of responding teachers (58.5%, $n=131$) stated the approved days were what they thought should be approved, with 14.7% ($n=33$) indicating fewer days should have been approved, and 11.6% ($n=26$) responding that more PSD should have been approved.

Reform Initiatives

- During waiver days, more than half of PSD schools (59.1%, $n=13$) gave teachers professional development opportunities for collegial conversation/teaming, and sharing of best practice; the same proportion of schools conducted professional development training on curriculum-related topics. Less than half of schools approved for PSD (45.5%, $n=10$) trained teachers on the 9 High Yield Strategies during PSD, with fewer schools training teachers in professional learning communities (27.3%, $n=6$), technology in the classroom (22.7%, $n=5$), and OVAL training (18.2%, $n=4$),
- During non-waiver days, almost half of PSD schools (45.5%, $n=10$) gave teachers the opportunity for collegial conversations, and 40.9% ($n=10$) trained teachers in professional learning communities and the One Voice Plan. About one-fourth of schools approved for PSD held curriculum-related professional development (27.3%, $n=6$) and professional development related to technology in the classroom (22.7%, $n=5$).
- In contrast, one-third of non-PSD schools (33.3%, $n=1$) gave teachers an opportunity to hold collegial conversations, address curriculum-related issues, and be trained in CHAMPS, while 66.7% ($n=2$) of schools addressed 9 High Yield Strategies and technology in the classroom during their traditional professional development days.
- Overall, higher percentages of PSD schools than non-PSD schools held professional development in 10 of 13 professional development activities. However, the low sample size of data submitted for non-PSD schools, and the lack of consistent reporting standards among schools, limits the usability of these findings.

Professional Development Focus

- Training activities offered at schools aligned with teachers' PGP goals and with their schools' SIPs in the cases analyzed.

Perceptions

- Administrators were in stronger agreement about the benefits of PSD than teachers.
- 81.0% ($n=17$) of the administrators and 61.9% ($n=138$) of the teachers agreed that the training that was provided during the PSD helped them to become a better teacher.
- 41.3% ($n=92$) of the teachers agreed and 36.3% ($n=81$) disagreed that PSD increased teachers' understanding of the content areas they taught, while administrators' responses to the same question revealed that 76.2% ($n=16$) agreed and 9.5% ($n=2$) disagreed.

- Slightly more than half (56.3%, $n=126$) of the teachers and 95.2% ($n=20$) of the administrators were satisfied with the quality of PSD activities, while 25.4% ($n=57$) of teachers disagreed.
- Half of the responding teachers (50.4%, $n=113$) and 85.7% ($n=18$) of the administrators felt the benefit of PSD outweighed the loss of instructional time, while 31.3% ($n=70$) of teachers disagreed.
- More teachers agreed (51.8%, $n=113$) than disagreed (27.1%, $n=59$) that PSD helped them to better understand the goals of high school reform; similarly, more teachers agreed (57.1%, $n=125$) than disagreed (25.6%, $n=56$) that PSD helped them to better understand high school reform in their schools.

Limitations

- The comparison of similarities and differences of training content was limited due to a lack of consistency in training topics and difficulties of obtaining staff development data.
- The reliability of attendance data provided by PSD schools was questionable. The challenges of collecting and validating professional development attendance data precluded drawing reasonable comparisons and conclusions regarding participation levels in PSD and non-PSD schools. Attendance and participation during PSD training activities could not be accurately determined due to: incomplete data provided by schools, sign-in sheets not being dated; omission of school names on sign-in sheets; not having titles of people signing in to determine whether they were teachers, administrators, or other staff; duplicated counts of participants at multiple training sessions; and other confounding factors (e.g., TDAs).

District Considerations

To address the findings in this report, a task force composed of HRD staff members, principals, and area office staff, should be convened to examine alternatives for improving high school reform professional development, in addition to developing standardized, and optimally electronic, data collection methods for documenting professional development activities in District schools. Specifically, the task force should:

- Identify options to ensure that professional development activities provided during PSD specifically address high school reform to improve fidelity of PSD planning and implementation of high school reform initiatives across the District. The task force may consider developing a tract of suggested high school reform training topics for PSD schools to use as guidance for conducting their own high school reform professional development activities.
- Collaborate with a Research Services representative to develop evaluation indicators by January 2008. Indicators should measure whether techniques and/or skills learned in PSD professional development have been applied in the classroom. For example, an observation rubric could be developed that identifies high school reform professional development components that teachers implement in the classroom; PSD classroom observations could be conducted by school-based administrators as part of their periodic classroom walkthroughs.
- Develop standardized procedures and processes for recording professional development activities and attendance through the use of electronic media. Establishing a mandatory

electronic professional development log—possibly using and/or modifying HRD’s current electronic *High School Reform-Professional Development* template—to capture all professional development data (i.e., preplanning, planning, early release, and waiver days) would standardize District practices. As part of these processes, electronic rosters of faculty and staff at each school should be employed to capture attendance at each professional development session in lieu of handwritten sign-in sheets. Additional data to be collected for training activities should include school name, date, topic, trainer, and hours. Electronic data collection tools should be field-tested for ease of use and processes should be established to ensure that schools comply with recording professional development data.

Furthermore, the development and implementation of an HRD staff development data collection system should be completed to facilitate the collection of 2007-08 PSD⁴ data by January 2008. Data for the next Status Report of PSD will document findings and PSD training activities through March 31, 2008. The report will be available prior to School Board review of PSD for the 2008-09 school year.

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⁴ A list of schools and PSD dates approved for the 2007-08 school year may be found in Appendix A.

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Appendix A

Summary of Schools and PSD Dates for the 2007-08 School Year

School	No. of days	Hours each day	Total No. of hours	2007-08 Professional Study Days							
				9/20/07	10/17/07	11/27/07	12/13/07	2/12/08	3/13/08	3/14/08	5/15/08
Blanche Ely High	4	3	12	X	X	X	X			X	
Anderson, Boyd H. High	8	3	24	X	X	X	X	X	X	X	X
Coconut Creek High	6	3	18	X	X			X	X	X	X
Coral Glades High	4	3	12	X	X	X			X		
Cypress Bay High	8	3	24	X	X	X	X	X	X	X	X
Dave Thomas Education Center	8	3	24	X	X	X	X	X	X	X	X
Deerfield Beach High	4	3	12		X	X			X	X	
Everglades High	8	3	24	X	X	X	X	X	X	X	X
Fort Lauderdale High	6	3	18		X	X	X	X		X	X
Hallandale High	5	3	15		X	X		X	X	X	
Hallandale Adult Comm. Ctr.	3	2	6	X			X				X
Lauderdale Lakes Middle	8	3	24	X	X	X	X	X	X	X	X
McArthur High	8	3	24	X	X	X	X	X	X	X	X
McFatter, William T. Tech. Ctr.	4	3	12		X	X		X	X		
Monarch High	5	3	15	X	X	X		X			X
Northeast High	6	3	18	X	X	X		X	X	X	
Nova High	6	3	18	X	X	X	X	X			X
Piper High	4	3	12	X	X			X		X	
Plantation High	6	3	18		X	X		X	X	X	X
Pompano Beach High	4	3	12	X	X	X		X			
South Broward High	4	3	12		X		X	X		X	
South Plantation High	6	2	12	X	X		X	X		X	X
Stranahan High	5	3	15		X	X		X	X	X	
Whiddon Rogers Education Ctr.	8	2	16	X	X	X	X	X	X	X	X
Total	138		397	17	23	19	13	20	15	18	14

Note. Hours each day represents the amount of time students are released.

Appendix B

Summary of Professional Development Dates and Topics for PSD Schools for 2006-07

School/Date	Target Audience	Topic(s)
Coral Glades High		
September 21, 2006	Faculty	Sharing best practices; technology use; horizontal teaming/critical thinking/BEEP
October 26, 2006	Faculty	Sharing best practices; technology use; horizontal/vertical teaming/BEEP
November 16, 2006	Faculty	Sharing best practices; Virtual Counselor/data analysis of BAT; horizontal/vertical teaming/critical thinking/BEEP; Marzano Strategies/Connections; understanding by design
March 22, 2007	Faculty	Sharing best practices; Back to the Future Session; work in progress
Coral Springs High		
September 21, 2006	Faculty	Identifying a Professional Learning Community; identifying and implementing the objectives and strategies on the School Improvement Plan in classes; setting norms; team building
October 26, 2006	Faculty	Understanding the 9 High-Yield Strategies and embedding them into teaching; Cornell Note Taking
November 16, 2006	Faculty	Effectively teaching in the block using active learning strategies; review of norms
December 7, 2006	Faculty	Understanding the implementation of Smaller Learning Communities and student chosen majors/minors
January 25, 2007	Faculty	Understanding and implementing the six traits in their curriculum; Connections; review of norms
February 15, 2007	Faculty	Understanding and implementing the six traits in their curriculum; Connections; review of norms
March 22, 2007	Faculty	Identifying active learning strategies and higher-order skills as evidenced in student work
May 17, 2007	Faculty	--
Cypress Bay High		
September 21, 2006	Faculty	Identifying the 7 Correlates of Effective Schools; using components of "One Voice" plan; rating the school according to a given rubric to determine areas of need
	Career, Technology, and Fine Arts faculty	Identifying strategies to integrate rigor, relevance, and relationships into lessons
	Social Studies faculty	Identifying 9 High-Yield Strategies and exploring their implementation in the classroom
October 26, 2006	Faculty	Increasing academic engagement of students through improved content knowledge and a better aligned curriculum; building upon vertical teaming; alternative assessment
	Guidance and support staff	Effective best practices from other schools
November 16, 2006	Faculty	Learning instructional strategies to improve student engagement and learning; authentic assessment
	Guidance and support staff	Discussing articles of High School Reform from professional educational or state-issued journals
December 7, 2006	Faculty	Increasing student achievement through improved content knowledge and enhanced curriculum; introduction of assessments
	Guidance and support staff	Discussing articles of High School Reform from professional educational or state-issued journals

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
January 25, 2007	Faculty	Increasing academic engagement of students through improved content knowledge and a better aligned curriculum; emphasis on vertical teaming (Language Arts teachers)
	Social Studies faculty	Identifying common strands in courses and determining the most effective teaching strategies for each strand
	Guidance and support staff	Aligning courses and implementing processes and procedures to meet the requirement of High School Reform and increase student achievement
	Career, Technology, and Fine Arts faculty	Exploring strategies from High School Reform to increase student achievement
February 15, 2007	Faculty and staff	Creating a more effective learning environment based on the six core principles of High School Reform; team testing
	Fine Art faculty	Using Vinn diagrams to differentiate, compare, and contrast techniques
	Career & Technology faculty	Learning how to use context clues in reading passages for students
March 22, 2007	Guidance and support staff	Aligning courses and implementing processes to meet the requirements of High School Reform, increasing student achievement as it relates to Core Principle #2 - Academic Engagement
	Faculty	Learning instructional strategies that when implemented, it will increase student achievement
	Mathematics and Science faculty	Revising already created common projects between "partner" subjects
	Social Studies faculty	Becoming knowledgeable in the areas of specialty of the guest speaker
	Guidance and support staff	Aligning courses and implementing processes to meet the requirements of High School Reform and increase student achievement
May 17, 2007	Career, Technology and Fine Arts faculty	Attending workshop with teachers from other departments to develop curriculum ideas
	Faculty	Incorporating interdisciplinary strategies into course subject matter
May 17, 2007	Guidance and support staff	Aligning courses and implementing processes to meet the requirement of High School Reform and improve student achievement
	Dave Thomas Education Center	
September 21, 2006	Faculty	9 High-Yield Strategies; housekeeping; reference & research; question stems; Test Specs; "I Have, Who Has"; Questions/Concerns
October 26, 2006	Faculty	Round Robin; SR & ER Activity for Students and Retrieving BAT Scores
November 16, 2006	Faculty	7 Correlates of Effective Schools, SLC; LAB Cart Training
December 7, 2006	Faculty	9 High-Yield Strategies-Map Webbing Organizer; Technology
January 25, 2007	Faculty	7 Correlates of Effective Schools; Guidance; Teacher Survey; Process of Elimination Activity

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
February 15, 2007	Faculty	FCAT testing and information
March 22, 2007	Faculty	7 Correlates of Effective Schools
May 17, 2007	Faculty	Smaller Learning Community Groups
Deerfield Beach High		
September 21, 2006	Faculty	Breaking points
October 26, 2006	Faculty	7 Correlates of Effective Schools
November 16, 2006	Faculty	Middle Years Philosophy: Developing Essential Questions
January 25, 2007	Faculty	Sustaining success in high-performing learning communities
Everglades High		
September 21, 2006	Faculty	Utilizing four to six learning strategies consistently to improve student success
October 26, 2006	Faculty	Helping students to become better writers in all situations, conducted through two workshops: 1) Structured Writing; and 2) Teacher's Choice, based on faculty needs assessment
November 16, 2006	Faculty	Helping students become better writers by learning and using the structured writing approach
December 7, 2006	Faculty	Continue collaboration on departmental exams and syllabi so all students receive the same core material; continue personal growth based on individual teacher needs
January 25, 2007	Faculty	Embracing new or expanding old technologies for the classroom
February 15, 2007	Faculty and staff	FCAT test preparation; attending one of the following sessions: Advanced Power Point in the Classroom; Diversity; ESE Policies and Procedures; POD What; STOP Stressing; Cooperative Learning; United Streaming Videos; Walking Tour for the Newbie; Win-Win Parent Conference
March 22, 2007	Faculty and staff	Understanding the process for completing the student, parent, and teacher customer survey; sharing best practices from student samples, based on previous workshop(s) attended
May 17, 2007	Faculty	Attending workshops on Technology in the Classroom: Advanced Power Point, Cooperative Learning, Podcastings, Technology World, Stress Release 2; sharing of best practices from previous strategies
Flanagan, Charles W. High		
September 21, 2006	Faculty	Information Technology/8-Step Instructional Process; 21 st Century Learning/OVALS; 9 High-Yield Strategies/Virtual Counselor; 8-Step Instructional Process; SSR with Elaboration; Reading/Writing Connection
October 26, 2006	Faculty	Technology; 21 st Century Learning/9 High-Yield Strategies/Virtual Counselor 8-Step Instructional Process; SSR with Elaboration; Navigating E.S.S. (Open Enrollment)/Streaming Video; Teaching to the Block; Writing Connections
November 16, 2006	Faculty	Technology; 21 st Century Learning/9 High-Yield Strategies/Virtual Counselor/8-Step Instructional Process; SSR with Elaboration; Improving the Use of Technology in Our Classrooms; A.P. for All; Information Technology; 21 st Century Learning; Reading/Writing Connections

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
January 25, 2007	Faculty	Establishing climate of high expectations and 9 High-Yield Strategies; academy implementation of trainings; Department Implementation of Trainings
February 15, 2007	Faculty	Establishing climate of high expectations and 9 High-Yield Strategies; academy implementation of trainings; department implementation of trainings
March 22, 2007	Faculty	Establishing climate of high expectations and 9 High-Yield Strategies; academy implementation of trainings; department implementation of trainings
Fort Lauderdale High		
September 21, 2006	Faculty	Grant writing, technology development, writing with efficiency, science benchmarking, instructional strategies/integrating curriculum; classroom management and student motivation; community relations and parent involvement; current educational trends
October 26, 2006	Faculty	Grant writing, technology development, writing with efficiency, science benchmarking, instructional strategies/integrating curriculum; classroom management and student motivation; community relations and parent involvement; current educational trends
November 16, 2006	Faculty	Grant writing, technology development, writing with efficiency, science benchmarking, instructional strategies/integrating curriculum; classroom management and student motivation; community relations and parent involvement; current educational trends
December 7, 2006	Faculty	Grant writing, technology development, writing with efficiency, science benchmarking, instructional strategies/integrating curriculum; classroom management and student motivation; community relations and parent involvement; current educational trends
January 25, 2007	Faculty	Grant writing, technology development, writing with efficiency, science benchmarking, instructional strategies/integrating curriculum; classroom management and student motivation; community relations and parent involvement; current educational trends
February 15, 2007	Faculty	Grant writing, technology development, writing with efficiency, science benchmarking, instructional strategies/integrating curriculum; classroom management and student motivation; community relations and parent involvement; current educational trends
March 22, 2007	Faculty	Grant writing, technology development, writing with efficiency, science benchmarking, instructional strategies/integrating curriculum; classroom management and student motivation; community relations and parent involvement; current educational trends
May 17, 2007	Faculty	Grant writing, technology development, writing with efficiency, science benchmarking, instructional strategies/integrating curriculum; classroom management and student motivation; community relations and parent involvement; current educational trends

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
Hallandale Adult Community Center		
September 21, 2006	Faculty	Learning and becoming familiar with the various portals contained on BEEP
October 26, 2006	Faculty	Learning what scorers are looking for in FCAT writing skills and the difference between papers
November 16, 2006	Faculty	Understanding how and why students behave a certain way and how to react to best handle the situation, while at the same time getting the most out of your teaching
December 7, 2006	Faculty	Learning strategies for assessing students from poverty and addressing their needs; understanding how and why students behave a certain way; and how to react to best handle the situation, while at the same time getting the most out of your teaching
January 25, 2007	Faculty	Learning how and when to use small groups to enhance learning
February 15, 2007	Faculty	Learning new strategies for disciplining students
March 22, 2007	Faculty	Learning to use groups in classrooms
May 17, 2007	Faculty	Learning what other teachers do in similar situations (i.e., best practices)
Hollywood Hills High		
September 21, 2006	Faculty	Creating and integrating content area curriculum through the use of curriculum maps
October 26, 2006	Faculty	Aligning curriculum with State standards, Frameworks and curriculum guides
January 25, 2007	Faculty	Establishing a common theme for Small Learning Communities
March 22, 2007	Faculty	Understanding and developing "essential questions"
McArthur High		
September 21, 2006	Faculty	Receiving additional training on text teaching and learning for all; Pinnacle
	Foreign Language and Fine Arts faculty	Developing a writing plan to accurately grade student essays and provide immediate feedback; to identify and report low-performing students to administrators for intervention
	Mathematics faculty	Reviewing data from Virtual Counselor and BEEP and identifying students' areas of weakness/strength
	Physical Education faculty	Pinpointing students who did not pass FCAT to improve their fitness levels
	Science faculty	Learning to develop appropriate, higher-order lessons and effective written questions
	Social Studies faculty	Describing the school's writing plan to effectively apply the grading rubric and to give students feedback to enhance achievement on writing
October 26, 2006	ESE faculty	Student mastery of Sunshine State Standards; Ovals I and II training
November 16, 2006	11 th and 12 th grade faculty	Through literature circles, enhancing students' development and discussion of ideas, to improve student achievement; accessing resources for teaching and learning via BEEP
	9 th and 10 th grade English and Reading faculty	Learning how to review reading reports and visograph with students
	Faculty	Preparing attendance records, gradebooks, and students' work for parent conferences; using positive comments to open a conference and then transition into behavior that needs to be changed; BAT training

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
December 7, 2006	Foreign Language faculty	Modifying teacher behavior by implementing and exchanging the best strategies for literacy using available resources
	Social Studies faculty	Increasing teacher proficiency in developing and instructing Reference and Research FCAT style questions
	Language Arts faculty	Improving guided direct instruction, using active reading strategies and effective reading behaviors
	Mathematics faculty	Disaggregating the data to address the needs of the students
	Physical Education faculty	Integrating Ovals training and strategies in Physical Education classes
	Science faculty	Implementing standard-based lessons
	Social Studies faculty	Reviewing and evaluating the Social Studies mini-assessments for delivery methods and question development, increasing teacher's achievement and ability in both areas
January 25, 2007	Vocational faculty	Understanding the importance of One Voice on attendance policy; understanding the importance of the standards-based classroom in the areas of curriculum and instruction
	World Language and Fine Art faculty	Accessing and locating Internet resources in respective content areas; learning how to instruct students and teachers to do Powerpoint presentations
	Faculty	Empowering teachers to develop and implement Smaller Learning Communities, as they apply to the unique needs of McArthur High
	Guidance	Using the graduation requirement list and students' individual academic records to determine courses required for graduation, ensuring that seniors understand all requirements for graduation
	Language Arts faculty	Promoting enthusiasm for FCAT writing; assisting plans for careers and Smaller Learning Communities; and arranging for research implementation
	Mathematics faculty	Outlining objectives, implementation, and evaluation procedures for word wall/vocabulary implementation
	Physical Education faculty	Promoting enthusiasm for FCAT writing; assisting plans for careers
February 15, 2007	Social Studies faculty	Discussing objectives, modifications, and implementation of "word walls" for vocabulary development
	World Language and Fine Art faculty	Reading the grant in Smaller Learning Communities; discussing with ninth-grade teachers their evaluation on 9 th graders' improvement in the area of discipline, attendance, and academic achievement
	ESE Faculty	What is needed for the 2007-08 school year
	Foreign Language and Fine Arts faculty	Working collaboratively with Fine Arts and various clubs to showcase world talent at McArthur for the entire student body
	Health and Physical Education faculty	Promoting enthusiasm for FCAT writing; assisting plans for careers and FLCS
	Mathematics faculty	Learning how to create highly-engaged and student-centered classrooms
	Science faculty	Training teachers how to use several strategies meant for differentiated instruction

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
	Social Studies faculty	Continuing to discern and develop Reference & Research-based questions
	Vocational faculty	Learning to use various types of diversified instructions
	World Language and Fine Art faculty	Learning to develop cooperative strategies to promote foreign languages and cultures
March 22, 2007	--	--
May 17, 2007	Faculty and staff	Having collegial conversations on how to create flex-time scheduling in Smaller Learning Communities; learning to use curricular mapping and focus calendars to improve instruction; and learning how to teach a standards-based curriculum
McFatter, William T. Technical Center		
September 21, 2006	Faculty	Creative instructional strategies; defining and demonstrating active teaching; best practices; updating on Intelligent Classroom equipment and installation (Phase I); classroom walk-through; job preparation; creating a lesson plan; using 9 High-Yield Strategies to improve student achievement; developing and delivering Web-based instructional materials
October 26, 2006	Faculty	Creative instructional strategies; defining and demonstrating active teaching; demonstrating how diversity sensitivity can increase program completion; using 9 High-Yield Strategies to improve student achievement; developing and delivering Web-based instructional materials
November 16, 2006	Faculty	Creative instructional strategies; defining and demonstrating active teaching; Industry Comes to the Classroom; Vocational Rehab & WorkForce One; using 9 High-Yield Strategies to improve student achievement; developing and delivering Web-based instructional materials
December 7, 2006	Faculty	Creative instructional strategies; defining and demonstrating active teaching; recognizing and using 9 High-Yield Strategies to improve student achievement; articulating the advantages of using active teaching strategies in the classroom; Industry Comes to Schools; developing and delivering Web-based instructional materials.
January 25, 2007	Faculty	Creative instructional strategies; defining and demonstrating active teaching; using 9 High-Yield Strategies to improve student achievement; E-learning resources; developing and delivering Web-based instructional materials.
February 15, 2007	Faculty	Creative instructional strategies; defining and demonstrating active teaching; using 9 High-Yield Strategies to improve student achievement; classroom management; developing and delivering Web-based instructional materials.

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
March 22, 2007	Faculty	Creative instructional strategies; defining and demonstrating active teaching; best practices; demonstrating usage of one or more instructional strategies; District's goal is to ensure a safe and secure learning environment; and using 9 High-Yield Strategies to improve student achievement; developing and delivering Web-based instructional materials.
May 17, 2007	Faculty	Creative Instructional Strategies; defining and demonstrating active teaching; using fire safety equipment; and using 9 High-Yield Strategies to improve student achievement; developing and delivering Web-based instructional materials.
Miramar High		
September 21, 2006	Faculty	Becoming knowledgeable in strategies designed to identify similarities and differences; reviewing and discussing strategies that include creating analogies, metaphors, classification and using graphic organizers; and work on professional growth plans.
October 26, 2006	Faculty	Identifying what teachers'/students' needs will be addressed in a learning community; creating an essential question for study; and reviewing documentation procedures and membership requirement.
November 16, 2006	Faculty	Utilizing Virtual Counselor to review reference and research student data (new teachers-Foundation level); reviewing the Benchmark and strategies to teach it in their content area (returning teachers); 9 High-Yield Strategies.
December 7, 2006	Faculty	Sharing research summary and classroom application examples by displaying student work samples or examples of how the research findings were incorporated into the classroom; teachers will plan activities to personalize their academy.
January 25, 2007	Faculty	Engaging in follow-up activities; curriculum mapping
February 15, 2007	Faculty	Using 9 High-Yield Strategies in the content area; training in a skill to improve student reading achievement; FCAT proctor training
March 22, 2007	Faculty	Learning how to create GLIDES project ideas for content areas.
May 17, 2007	Faculty	Follow-up training; sharing of best practices
Monarch High		
September 21, 2006	Faculty	Learning components of the Six Traits of Writing; discussing the benefits to students of cross-curricular support, and each department will write a Declaration of Intent for support of writing
October 26, 2006	Faculty	Discussing effective practices from department declarations used to support writing initiatives
November 16, 2006	Faculty	Learning methods for summarizing and note taking (9 High-Yield Strategies) and identifying methods for inclusion within their course content
December 7, 2006	Faculty	Learning methods for similarities and differences (9 High-Yield Strategies) and identifying methods for inclusion within their course content

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
January 25, 2007	Faculty	Identifying and learning strategies to increase student achievement in area of reference and research - cross curricular; strategies will be aligned for FCAT and PSAT/SAT benchmarks
February 15, 2007	Faculty	Identifying and learning ways to include linguistic and non-linguistic representation models as a course-content delivery method
March 22, 2007	Faculty	Learning methods to identify and incorporate levels of questioning to increase student's level of critical-thinking analysis
May 17, 2007	Faculty	Experiencing first hand how the strategies learned were implemented in cross-curricular environments
Northeast High		
September 21, 2006	Faculty and staff	Learning how to analyze data to personalize education and using resources found in the District database; learning how to demonstrate to students on how to find reliable information on the Internet to utilize in research writing (District personnel)
October 26, 2006	Faculty and staff	Learning how to implement Podcasting, Internet search, and computer carts to better differentiate lessons (to help students develop essential learning strategies as they create projects utilizing technology)
November 16, 2006	Faculty and staff	Discussing best practices regarding writing; discussing best practices for teaching slope intercept form, and point slope form on a line (Mathematics teachers); and continue discussions regarding FCAT style essay, rubrics, and six-point grading system
December 7, 2006	Faculty and staff	Discussing best practices regarding writing, reading strategies, rigor and relevance, Web page development, and better assessments; discussing best practices (Mathematics teachers)
January 25, 2007	Faculty and staff	Integrating technology into the classroom/curriculum; curriculum review; sharing best practices; department collaboration; improving writing strategies; test-taking strategies; and behavior management
February 15, 2007	Faculty and staff	Reading strategies to improve student learning; writing and literature collaboration; IEP review; Reading in the Arts; writing essays for student progress; FCAT preparation and training; department collaboration; BAT review; classroom management; and Best Practices
March 22, 2007	Faculty and staff	Overview of Promethean Board technology to plan applicable use in the classroom, FileMaker Pro 7, and implementation to use Storm Tracker
May 17, 2007	Faculty and staff	Application of professional learning and development
Nova High		
September 21, 2006	Faculty	United Streaming Training
	Reading faculty	Organizing assessments administered by classes and assessment type (used to initiate discussion between teachers concerning specific students, effective classroom strategies and materials)
	Physical Education faculty	Providing standard guidelines and procedures for concerns regarding student assessments
	Guidance staff	Learning to navigate the Bright Futures Web site and transcript evaluation process

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
October 26, 2006	Faculty Reading, Unified Arts, Physical Education, and ESOL faculty Physical Education faculty	United Streaming Training Retrieving BAT data from Virtual Counselor; locating specific SSS benchmark areas of weakness within each class; and devising methods and strategies for classroom use that will address area(s) of weakness
November 16, 2006	Guidance staff Faculty Reading faculty Unified Arts faculty Physical Education faculty Guidance staff	Working to standardize the curriculum, student progress, and expectations; learning different strategies to better accommodate students; and learning techniques for imparting information in a productive way Increasing knowledge of NCAA rules to increase students' knowledge and ability to meet requirements ESE; United Streaming; effective conferences Using the High School FCAT Questions Guide and Bloom's Taxonomy to write FCAT Style questions based on various genres of reading (e.g., newspaper articles, poems, etc.) Learning how to access student data and grades Improving students' reading and writing comprehension skills Annual Guidance Plan
December 7, 2006	Faculty Reading and ESOL faculty Unified Arts faculty	ESE; Guidance; Powerpoint; United Streaming Incorporating vocabulary; writing summaries; character development; etc., as well as FCAT style questioning techniques, when reading a novel as a class Improving at accessing student data and grades; using classroom material and curriculum to implement TRIP, Word of the Day, and reading strategies
January 25, 2007	Guidance staff Faculty Reading faculty Physical Education faculty Guidance staff	Learning BVED Virtual Counselor for scheduling Discussing curriculum and contributing their best to the finished product Learning how to utilize Virtual Counselor to view students' grades and enroll them into their classes Registration process and available courses
February 15, 2007	Reading faculty Physical Education faculty	Contributing to common syllabi and beginning discussion and planning of curriculum pacing guides; Bright Futures Training Discussion centered on structure and implementation of HOPE, which is the State-required course for the next school year.
March 22, 2007	Guidance staff English faculty Mathematics, ESE faculty, and Guidance Counselors	Learning the CHOICES Program to teach students during classroom guidance Learning how to provide variety in writing assignments to provide balanced preparation for students; working to standardize the curriculum at each grade level/ability level in the reading and writing areas Further development of grading strategies to address changes from ESE

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
May 17, 2007 Piper High	Reading faculty	Collaborating and creating documents that are relevant and can be used in all areas within the reading department
	Science faculty	Increasing content knowledge and understanding of Florida Sunshine State Standards
	Physical Education faculty	Having a common syllabus and exams for Personal Fitness, Team Sports, Weight Training, and Health
	Guidance staff	Learning various areas in preparation for the following school year
	--	Pinnacle
September 21, 2006	Faculty	Learning to model reading strategies and assess improvement through benchmarking; enhancing teacher competency in their content area; Writing Across the Curriculum media
November 16, 2006	Mathematics faculty	Modifying curriculum according to individual needs
	Faculty	Incorporating Six Traits of Writing into daily lesson planning and presentation
January 25, 2007	Mathematics faculty	Differentiating curriculum according to data interpretation
	Faculty	Modifying curriculum to individual needs; learning to use assessments in curriculum mapping; Writing Across the Curriculum
May 17, 2007	Mathematics faculty	Curriculum mapping to align standards to instruction
	Faculty	Continuation of content competency and instructional alignment
	Mathematics faculty	Continuation of content competency and instructional alignment
Plantation High		
September 21, 2006	Faculty	Improvement of Florida Writing Assessment scores
November 16, 2006	Faculty	Developing curriculum maps and mid-terms to align with the Sunshine State Standards; Ovals Training
January 25, 2007	Faculty	Develop common language of instruction, strategies and a process for increasing student achievement; Ovals Training
February 15, 2007	Faculty	Develop common language of instruction, strategies and a process for increasing student achievement; Ovals Training
March 22, 2007	Faculty	Develop common language of instruction, a knowledge base of research-based instructional strategies and a process for increasing student achievement; Ovals Training
May 17, 2007	Faculty	Evaluation and Needs Assessment of 2006-07 Professional Development; Initial Planning for the 2007-08 School Year
Pompano Beach High		
September 21, 2006	Faculty	Increasing student achievement through discussion of the standards and how different teachers interpret and teach the standards at each grade level; discussing what the students have done in classes and ways to utilize those projects, activities, and events in the curriculum as they move to the next grade level; and discussing what information students should retain and establish in the use of common terminology

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
October 26, 2006	Physical Education faculty	In-service on the health-related fitness assessment by February 2007
	Band teacher	Reviewing tapes on teaching with Univ. of Miami professor; giving feedback to enhance music program
	Business faculty	Sharing best practices that enhance the curriculum and promote critical thinking; implementing strategies and determining if students are making learning gains within their curriculum
	English faculty	Helping students build lifelong reading habits and real-world writing and presenting competencies; improving college readiness; mastering grammar and sentence structure.
	JROTC faculty	Developing strategies and topics that enhance the JROTC program (LTC and First Sergeant)
	Mathematics faculty	Sharing best practices and incorporating them within the curriculum; working collaboratively to prepare students for subsequent courses
	New faculty	Developing materials and training needed, research needed, and looking at current data
	Science faculty	Applying scientific concepts; inferring information learned in class
	Social Studies faculty	Understanding the expectations and prerequisites for the subsequent course
	World Language faculty	Improving teachers' abilities to: a) use lab with student; and b) select, produce, and incorporate lab activities in curriculum to enhance student mastery of language
November 16, 2006	Business Technology	Integrating reading strategies into technology-based curriculum; collaborative project-based learning; aligning curriculum reading with technology standards; extracting information from reading passage and analyzing data
	JROTC faculty	Addressing the needs of students through information management, physical security, reports, safety, training, logistics, uniforms, and cadet affairs
	Language Arts faculty	Developing lifelong readers who are ready for college and have mastered grammar and sentence structure
	Mathematics faculty	Using calculators effectively to enhance the mathematics curriculum and ensure mastery of concepts
	Music faculty	Implementing effective practices to enhance the performance of the band and orchestra
	New faculty	Orientation planning, collaboration and support planning, and accountability and assessment planning
	Physical Education and Health faculty	Learning how to operate the E600 (start-stop, setting limits, exercise times, file storage) and automated downloading
	Science faculty	Learning how to teach students to: develop computer skills necessary for many jobs; analyze and use data creatively; become self-directed learners by using the Internet research information; learn materials with a different approach; be exposed to different learning activities in all science classrooms; and be familiar with experimental and technological equipment used in higher education facilities
	Social Studies faculty	Learning how to integrate iMovie and MovieMaker, Turnitin.com, TeacherWeb.com, and blogging to enhance the curriculum
	World Language faculty	Holistic reading/translating; follow-up vertical teaming-pretest for second semester and shared files for department; and follow up Language Lab-training practice on equipment

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
January 25, 2007	Business/Technology faculty	Integrating course content with NETS Standards--accountability of assessment through rubrics prepared by students and approved by teachers
	JROTC faculty	Coordinating the integration of JROTC Cadet LET levels lesson plans between instructors
	Language Arts faculty	Using turnitin.com for assignments; developing effective ways of incorporating technology in Language Arts classes
	Mathematics faculty	Incorporating technology into the mathematics curriculum
	Physical Education faculty	Learning Trifit machine functions and operation; heart monitor functions, and downloading capabilities
	Science faculty	Learning how to teach students to learn: project management skills in checking time management, delegating, and team work and presentation skills; how to research science; understand and interpret scientific data; develop and execute experiments; and analyze results
	Site Based Induction	Reviewing 7,8,9 and One Voice plan; real needs of new educator; and responsibilities of site-based support for teachers
	Social Studies faculty	Learning the local history to instill a greater appreciation and understanding of the historical economic and cultural development of Pompano Beach to our students
February 15, 2007	World Language faculty	Using the lab with students; selecting, producing, and incorporating lab activities in curriculum to enhance student mastery of language
	Business/Technology faculty	Best practices-classroom management and classroom behavior; handling classroom disciplinary issues
	English faculty	Explaining and evaluating pre-AP instructional strategies
	JROTC faculty	Coordinating the integration of leadership building exercises between LET levels
	Mathematics faculty	Preparing technology-infused lessons with 80% accuracy; giving hands-on computer activities
	Physical Education faculty	Polar heart monitors and the Hand-Held device operation
	Science faculty	By June 2008, 85% of all juniors will obtain a 3 or higher in the FCAT science examination; by June 2007, Science teachers will increase computer technology exposure to students
	Social Studies faculty	Learning to engage students more in history class through the use of History Alive!
March 22, 2007	World Language faculty	Reviewing materials regarding oral proficiency testing from Pittsburgh Public Schools; finding and reviewing additional research on oral proficiency testing; determining budgetary needs if program were to be implemented (i.e., additional testing materials); recording, testing, and collecting recordings for evaluation; outlining similarities and differences between current Level I programs and newly-adapted programs--What's going? What's staying?
	Faculty	Determining which staff development activities helped them in the classroom to improve student learning

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
South Broward High		
September 21, 2006	Faculty	New teacher infusion/mentoring; exploring Professional Learning Communities,; integrating technology in the classroom; advanced pinnacle training; Ovals Training; and 9 High-Yield Strategies
January 25, 2007	Faculty	United Streaming; infusing technology into the curriculum using inspirations; Learning Communities in action; One Voice Training; using online resources for instructional planning and delivery; and Pinnacle/Bulldog Tracker
Stranahan^a High		
September 21, 2006	Faculty	Introduction to the five staff development modules being offered; selection of one module for teachers' staff development training for the year and completing their PGP to align with it
October 26, 2006	Faculty	Learning and incorporating new and different alternative assessments in their classroom (Module Two); learning to use a teacher-based Web site for posting announcements, assignments and testing, and learning to use a promethean board for classroom instruction (Module Three)
November 16, 2006	Faculty	Learning and incorporating new and different alternative assessments in their classroom (Module One); learning and incorporating new and different alternative assessments in their classroom (Module Two); learning to use a teacher-based Web site for posting announcements, assignments and testing, and learning to use a promethean board for classroom instruction (Module Three); establishing a system to bring in community partners, sign up students for unique experiences and track the student contacts (Module Four); and identifying and developing ways to incorporate High School Reform and the change process at Stranahan High School (Module Five)
December 7, 2006	Faculty	Learning and incorporating new and different alternative assessments in their classroom (Module One); learning and incorporating new and different alternative assessments in their classroom (Module Two); learning to use a teacher-based Web site for posting announcements, assignments and testing, and learning to use a promethean board for classroom instruction (Module Three); establishing a system to bring in community partners, sign up students for unique experiences and track the student contacts (Module Four); and identifying and developing ways to incorporate High School Reform and the change process at Stranahan High School (Module Five)
February 15, 2007	Faculty	Learning and incorporating new and different alternative assessments in their classroom (Module One); learning and incorporating new and different alternative assessments in their classroom (Module Two); learning to use a teacher-based Web site for posting announcements, assignments and testing, and learning to use a promethean board for classroom instruction (Module Three); establishing a system to bring in community partners, sign up students for unique experiences and track the student contacts (Module Four); and identifying and developing ways to incorporate High School Reform and the change process at Stranahan High School (Module Five)

(Appendix B continues)

Appendix B (continued).

School/Date	Target Audience	Topic(s)
Whiddon Rogers Education Center		
September 21, 2006	Faculty	Language Arts District Training – Vocabulary Strategies
October 26, 2006	Faculty	Safety
November 16, 2006	Faculty	Reading
December 7, 2006	Faculty	Reference and research
January 25, 2007	Faculty	Conflict resolution
February 15, 2007	Faculty	Staff communication
March 22, 2007	Faculty	One Voice Plan and Positive Reinforcement; Quarterly Progress Reports; Confidentiality; Classroom Management
May 17, 2007	Faculty	Reflection and follow-up

Note. Data were provided by schools in the electronic High School Reform template or as copies of staff development documents. "--" indicates that data was not available.

^aReflects PSD dates documented in Stranahan High’s electronic High School Reform template, which deviates from the dates requested in the Waiver Request for Stranahan High: September 21, 2006; November 16, 2006; January 25, 2007, and March 22, 2007.