

PROFESSIONAL PATHWAYS

MAJOR REVISIONS AND REWRITE TO THE CURRENT POLICY

THE BROWARD COUNTY SCHOOL BOARD PLACES A HIGH VALUE ON ITS HUMAN RESOURCES, AS THEY ARE THE STRENGTH AND FOUNDATION OF THE ENTIRE ORGANIZATION.

THE PURPOSE OF THE PROFESSIONAL PATHWAYS POLICY IS TO PROVIDE A STRUCTURE FOR THE ORGANIZATIONAL LEARNING AND DEVELOPMENT OF ALL EMPLOYEES RESULTING IN INCREASED STUDENT ACHIEVEMENT AND ENHANCED JOB PERFORMANCE, THUS PREPARING STUDENTS FOR CONTINUING EDUCATION AND THE WORKFORCE.

THE NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS (NSDC, 2001), THE FLORIDA PROFESSIONAL DEVELOPMENT SYSTEM EVALUATION PROTOCOL AND THE FLORIDA LEADERSHIP STANDARDS CONSTITUTE THE FRAMEWORK FOR THE PROFESSIONAL PATHWAYS POLICY.

TO FACILITATE THE ESTABLISHMENT OF THE FRAMEWORK OF THIS POLICY, THE BROWARD COUNTY EDUCATION CONSORTIUM IS ACCEPTED AS THE COORDINATING BODY FOR PROFESSIONAL PATHWAYS AND OTHER INITIATIVES AMONG THE BROWARD COUNTY SCHOOL BOARD, HIGHER EDUCATION INSTITUTIONS SERVING BROWARD COUNTY AND AUXILIARY PARTNERS.

AUTHORITY: F.S. 1001.41, s.1012.98 – School Community Professional Development Act
Adopted: 8/20/96; 11/13/01; 6/5/07

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FRAMEWORK:

A. PROFESSIONAL DEVELOPMENT STANDARDS

Staff development standards provide a framework to ensure that professional development programs provide educators with necessary knowledge, attitudes, skills, aspirations and behaviors to impact student achievement. Staff development must be results-driven, standards-based, and job-embedded.

1. National Staff Development Council (NSDC) Standards

The system of professional development in Broward County adheres to the following standards adopted by the National Staff Development Council (NSDC Revised, 2001):

a) CONTEXT STANDARDS

Staff development that improves the learning of all students:

1. Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
2. Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
3. Requires resources to support adult learning and collaboration. (Resources)

b) PROCESS STANDARDS

Staff development that improves the learning of all students:

1. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-driven)
2. Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
3. Prepares educators to apply research to decision-making. (Research-based)
4. Uses learning strategies appropriate to the intended goal. (Design)
5. Applies knowledge about human learning and change. (Learning)
6. Provides educators with the knowledge and skills to collaborate. (Collaboration)

c) CONTENT STANDARDS

Staff development that improves the learning of all students:

1. Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)

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2. Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)
3. Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement. (Equity)

2. Florida Professional Development System Evaluation Protocol

The system of professional development in Broward County aligns to the Florida Professional Development System Evaluation Protocol, and seeks to implement these standards to meet legal requirements and reflect research-based professional practices. The Professional Development in Broward County includes four strands: planning, delivery, follow-up, and evaluation at the district, school, and faculty level.

- a) FACULTY LEVEL (1) refers to all instructional personnel in public schools who are the participants in the professional development and who will in turn use the skills and knowledge gained in their everyday teaching.**

Planning (1)

1.1.1 Individual Needs Assessment:

The faculty member reviews classroom-level reports of disaggregated student achievement data **by content area and skills** in addition to:

- School initiatives
- School Improvement Plan
- Teacher certification needs
- Professional growth interests and
- Information to identify individual needs for additional professional development

1.1.2 Administrator Review:

The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.

1.1.3 Priority of Needs:

First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.

1.1.4 Professional Growth Plan:

The Professional Growth Plan (PGP) is directly related to specific student performance data that:

- Pertains to those areas to which the teacher is assigned
- Contains clearly defined training objectives
- Includes only professional development that is research-based
- Specifies measurable improvement in student performance resulting from the training activity
- Includes an evaluation component documenting the expected student performance gains

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1.1.5 Content:

Training activities in the plan focus primarily on:

- Sunshine State Standards
- Subject content
- Teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- School safety
- Family involvement

1.1.6 Learning Communities (small groups of faculty who meet regularly to study more effective learning and teaching practices):

The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.

Delivery (2)

1.2.1 Relevance of Professional Development:

The training objectives of the delivered training reflect directly the objectives specified in the Professional Growth Plan (PGP).

1.2.2 Learning Strategies:

The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

1.2.3 Sustained Training:

Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.

1.2.4 Use of Technology:

Training is delivered through a variety of technologies that support individual learning.

1.2.5 Time Resources:

Sufficient time resources are available to implement the planned professional development.

1.2.6 Coordinated Records:

The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and inservice points.

Follow-up (3)

1.3.1 Transfer to Students:

The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.

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1.3.2 Coaching and Mentoring:

The trainers or others provide support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.

1.3.3 Web-based Resources and Assistance:

The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.

Evaluation (4)

1.4.1 Implementing the Plan:

The faculty member and school administrator conduct an evaluation that documents that the PGP was implemented written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.

1.4.2 Student Changes:

The faculty member documents that the professional development accessed contributed to expected student performance gains.

1.4.3 Evaluation Methods:

Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available, or through other achievement measures such as:

- District achievement tests
- Teacher-constructed tests
- Portfolios
- Checklists of performance when appropriate

1.4.4 Action Research (a defined plan of study in which the teacher documents what changes will be made and collects formal data on the resulting changes in students)

Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.

1.4.5 Use of Results:

The faculty member uses the results of the PGP evaluation to help develop the needs assessment process for the next school year's PGP development and discontinue professional development if it does not demonstrate improvements in student performance.

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- b) SCHOOL LEVEL (2) Standards in this level include all school-based personnel involved in instruction.**

Planning (1)

2.1.1 School Needs Assessment:

The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills, by using surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.

2.1.2 Reviewing Professional Growth Plans:

The school administrator determines the extent to which each training activity on each PGP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.

2.1.3 Reviewing Annual Performance Appraisal Data:

The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.

2.1.4 Coordinating with School Improvement Plan:

The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.

2.1.5 Generating a School-wide Professional Development System:

As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with:

- Disaggregated student achievement data
- Student and instructional personnel needs
- School Improvement Plans
- Annual performance appraisal data for teachers and administrators
- Annual school reports
- School/district strategic planning

2.1.6 Content:

Training activities specified in the school's professional development system focus primarily on:

- Sunshine State Standards
- Subject content
- Teaching methods
- Technology
- Assessment and data analysis
- Classroom management, school safety
- Family involvement

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2.1.7 Learning Communities:

The school organizes adults into learning communities whose goals are aligned with those of the school and district.

Delivery (2)

2.2.1 Relevance of Professional Development:

The training objectives of the delivered training reflect directly the objectives specified in the school's Professional Development System.

2.2.2 Learning Strategies:

The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

2.2.3 Sustained Training:

Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.

2.2.4 Use of Technology:

Training is delivered through a variety of technologies that support individual learning.

2.2.5 Time Resources:

Sufficient time resources are available to implement the planned professional development.

2.2.6 Dollar Resources:

Sufficient dollar resources are available to implement the planned professional development.

2.2.7 Coordinated Records:

The school administrators can easily access the district-maintained up-to-date records for all professional development including certification and inservice points for school faculty and administrators.

Follow-up (3)

2.3.1 Transfer to Students:

The participants use the knowledge and skills learned in training to instruct students in the classroom.

2.3.2 Coaching and Mentoring:

The trainers or others provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.

2.3.3 Web-Based Resources and Assistance:

The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.

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Evaluation (4)

2.4.1 **Implementing the System:**

The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.

2.4.2 **Student Changes:**

The evaluation documents that the professional development accessed contributed to expected student performance gains.

2.4.3 **Evaluation Methods:**

Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as:

- District achievement tests
- Teacher-constructed tests
- Portfolios
- Action research
- Checklists of performance when appropriate

2.4.4 **Use of Results:**

The school administrator and School Advisory Council use the results of the school-level evaluation to help develop the needs assessment process for the next school year's professional development planning process and will discontinue professional development if it does not demonstrate improvements in student performance.

2.4.5 **Expenditures:**

The school administrator documents the total expenditure of resources for professional development and is in compliance with **Florida Statute 1012.98** and any proviso language governing the state supported professional development activities. Expenditures include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

c) DISTRICT LEVEL (3) refers to the district departments responsible for creating and implementing a district-wide professional development system.

Planning (1)

3.1.1 **District Needs Assessment:**

The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills, by using surveys or other methods of collecting data from faculty and staff on areas of need for professional development.

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3.1.2 Generating a District-Wide Professional Development System:

Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with:

- Disaggregated student achievement data
- Student and instructional personnel needs
- School Improvement Plans
- Annual Performance Appraisal data for teachers and administrators
- Annual school reports
- District strategic planning

3.1.3 Content:

Training activities in the district's Professional Development System focus primarily on:

- The Sunshine State Standards
- Subject content
- Teaching methods
- Technology, assessment and data analysis
- Classroom management
- School safety
- Family involvement

3.1.4 Trainers:

The district's professional development system includes processes to disseminate knowledge of the NSDC standards through skilled trainers and/or principals.

Delivery (2)

3.2.1 Relevance of Professional Development:

The training objectives of the delivered training reflect directly the student achievement objectives of the school district and specify the outcome expectations of course offerings.

3.2.2 Learning Strategies:

The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

3.2.3 Sustained Training:

Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.

3.2.4 Use of Technology:

Training is delivered through a variety of technologies that support individual learning.

3.2.5 Time Resources:

Sufficient time resources are available to implement the planned professional development.

3.2.6 Dollar Resources:

Sufficient dollar resources are available to implement the planned professional development.

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3.2.7 Coordinated Records:

The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.

3.2.8 Leadership:

The district recognizes and supports professional development as a key strategy for supporting significant improvements.

3.2.9 Growing the Organization:

The district seeks out and fosters professional development and promotion for employees with potential.

Follow-up (3)

3.3.1 Transfer to Students:

The district documents systematically the extent to which participants use the knowledge and skills learned in training to instruct students in the classroom.

3.3.2 Coaching and Mentoring:

The district incorporates into training coaching and mentoring activities for participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.

3.3.3 Web-Based Resources and Assistance:

The district provides school administrators and faculty with follow-up, web-based resources, assistance, and discussion groups related to the training completed.

3.3.4 Follow-up Coordination:

The district coordinates the follow-up services provided across multiple schools receiving training.

Evaluation (4)

3.4.1 Implementing the System:

The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.

3.4.2 Transfer into Classroom:

At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.

3.4.3 Student Changes:

The evaluation documents that the professional development accessed contributed to expected student performance gains.

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3.4.4 Evaluation Methods:

Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available, or through other achievement measures such as district achievement tests, teacher constructed tests, action research, and checklists of student performance when appropriate.

3.4.5 Use of Results:

The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year's district professional development planning process and will discontinue professional development if it does not demonstrate improvements in student performance.

3.4.6 Expenditures:

The district documents the total expenditure of resources for professional development and is in compliance with **Florida Statute 1012.98** and any proviso language governing the state supported professional development activities. Expenditures include a breakdown by these categories:

- Sunshine State Standards
- Subject content
- Teaching methods
- Technology, assessment and data analysis
- Classroom management
- School safety
- Family involvement

3.4.7 Student Gains:

The district demonstrates an overall increase in student achievement as measured by the Department's school grading system.

B. FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The School Board of Broward County recognizes the need for school leaders to possess the abilities and skills necessary to perform their designated tasks at a high-performing level. In doing so, the District has aligned its school-based leadership development programs to reflect the **State Board of Education, Administrative Rule (SBE) 6B-5.0012**, approved on April 19, 2005. This rule requires the school leader, commensurate with job requirements and delegated authority, to demonstrate competence in the following ten standards divided into three categories.

1. INSTRUCTIONAL LEADERSHIP

a. Instructional Leadership

High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

b. Managing the Learning Environment

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

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c. **Learning, Accountability, and Assessment**

High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

2. **OPERATIONAL LEADERSHIP**

d. **Decision-Making Strategies**

High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

e. **Technology**

High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

f. **Human Resource Development**

High Performing Leaders recruit, select, nurture, where appropriate, retain effective personnel, develop mentor and partnership programs, design and implement comprehensive professional growth plans for all staff – paid and volunteer.

g. **Ethical Leadership**

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

3. **SCHOOL LEADERSHIP**

h. **Vision**

High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

i. **Community and Stakeholder Partnerships**

High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

j. **Diversity**

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

C. BROWARD COUNTY PROFESSIONAL DEVELOPMENT SYSTEM

Broward County, with a more than 260,000 multicultural student population, 17,000 full-time instructional staff, and 273 public schools, has met the challenge of personalizing professional development in this large urban system by utilizing a comprehensive approach that focuses on linking professional development to student achievement.

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Florida Statute 1012.98 requires that districts develop and submit a professional development system for approval by the Department of Education. A checklist for District Professional Development Systems was distributed by the state department of education to guide districts in developing their professional development systems. In order to improve teacher effectiveness, a professional development system has been readied to establish a district-wide adult learning environment resulting in increased student achievement.

1. MASTER INSERVICE PLAN FOR INSTRUCTIONAL PERSONNEL

Broward County School District offers its employees a Master Inservice Plan (MIP) for inservice activities (**Florida Statute 1012.98 (1)**). The goal of the plan is to provide a systematic process designed to increase the competencies needed by instructional personnel to perform their assigned duties. The competencies addressed include: knowledge, attitudes, skills, aspirations, and behaviors, and are intended to enable personnel to perform their tasks with maximum effectiveness. Inservice activities are also available for instructional personnel employed by non-district schools. The MIP includes activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management. The MIP guidelines specify the criteria for inservice points. A professional development management system enables registration and maintenance of coordinated inservice and professional development records, and provides data to both end users and evaluators.

The content focus areas specified for instructional personnel in the MIP include, but are not limited to:

- Reading
- Sunshine State Standards, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family Involvement
- School safety

2. PROFESSIONAL GROWTH PLANS (PGP)

Individual professional development plans are known as Professional Growth Plans (PGP) in Broward County Schools. Individual professional development needs are identified and a plan to meet those needs is established in order to positively impact student achievement and to improve the performance of a teacher. Teachers are required to have professional growth plans indicating professional development that addresses student needs, have clear, measurable training objectives and an evaluation component to determine efficacy. Professional Growth Plans (PGP) are used by schools to collect, analyze, and interpret data to guide professional learning at the school and to seek professional development at the school or district level. All instructional personnel create or update a Professional Growth Plan annually. This individual professional development plan is required as stated in **Florida Statute 1012.984 (b) (5)**.

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3. PROFESSIONAL GROWTH AND DEVELOPMENT FOR NON-INSTRUCTIONAL PERSONNEL

Research-based professional development builds on acquired knowledge and skills. Continuums fulfill and build paths for professional development and growth for non-instructional personnel and provide the means for attracting, developing and retaining quality employees. The district will align support systems and/or programs to assist non-instructional personnel at each stage of the continuum.

The Human Resource Development (HRD) Department will work with stakeholders in developing these continuums and provide ongoing professional development activities to non-instructional personnel. Non-Instructional personnel will be strongly encouraged to develop their own individualized Professional Growth Plans and participate in activities which are designed to enhance interpersonal and leadership skills that address the knowledge, attitudes, skills, aspiration and behaviors necessary to effectively perform in their current position and/or to qualify for advancement.

D. PROFESSIONAL DEVELOPMENT MODEL

The professional development model in Broward County occurs through planned professional development programs focused on the improvement of job-related knowledge, skills, attitude, aspirations, and behaviors of all Broward school district employees and other participants. A program is developed to meet the needs of participants as determined by data and in alignment with the district strategic plan and priorities. Each program will include an overall goal and be driven by a theory of change and a logic model to ensure a clear process for determining the effectiveness of the program.

The model will be implemented through:

1. The creation of professional development programs that coordinate and align all professional development offerings and activities; include coaching and mentoring components; and provide support mechanisms to ensure mastery of intended outcomes.
2. Designated individuals with specific roles in the management of a program:
 - **Program Manager**, responsible for the overall coordination of the program and all its components, and for the evaluation of the program in meeting its goal;
 - **Designers**, responsible for the creation of quality professional development events aligned to the program objectives;
 - **Trainers**, responsible for the appropriate delivery of the events in the program;
 - **Coaches and/or Mentors**, responsible for supporting the participants of the program to ensure job impact and application; and
 - **Organizers**, responsible for the day-to-day operations of a program.
3. The **Professional Developer's Program** to support individuals designated as part of the professional development model.

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4. The centralization, publication and dissemination of information about all professional development programs in a master catalogue providing easy access to employees.
5. The review of each professional development program and its components by the program manager with the assistance of HRD to ensure alignment and quality as defined by national and state standards.

A continuum of professional development programs for school-based leadership personnel has been established and is known as The Seasons of Development. The Florida Principal Leadership Standards are the underpinnings of the programs with the goal of creating a pool of qualified instructional leaders ready to meet the challenges schools are facing today. Additional guidelines and rules for Leadership in Broward County can be found as part of **Policy 4002.14 and 4002.33**.

The School Board of Broward County, also recognizes the need to promote and support professional development for non-instructional employees in order to have a system that functions efficiently while maintaining a safe, orderly and secure environment that promotes teaching and learning. The Human Resource Development Department will work with stakeholders in developing and promoting ongoing professional development activities for non-instructional personnel. These activities will be centered on helping personnel effectively perform in their current position and/or to qualify them for promotional advancement.

The **Effective Schools Program of Continuous Quality Improvement (CQI)** provides an effective model for increasing student achievement by (**School Improvement Plans F.S. 1001.42**):

- Using research-based theory
- Building/Sustaining an effective team
- Identifying time for staff development
- Assisting schools with a framework for using technology
- Supporting schools with data analysis and data gathering tools
- Conducting a comprehensive needs assessment

A site-based, systemic, standardized **New Teacher Induction Program** consisting of a continuum of support for an educator's first three years of teaching promotes a successful initial classroom experience. Included are comprehensive professional development opportunities and on-site coaching and mentoring support for content and pedagogical practices. This program will insure growth, success and currency in the profession for new teachers resulting in a increased new teacher satisfaction level thus impacting retention rates.

Teacher Development Programs for those beyond the first three years of experience exist to strengthen the professional practice of educators. These include:

- Managing and monitoring student learning in the classroom
- Demonstrating skills to develop, deliver and assess instruction
- Using a variety of materials and multiples resources to achieve student learning goals
- Collaboration with colleagues to improve student performance
- Contributing to the learning of other adults
- Communicating effectively with parents and adults

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Broward County Public School's Urban Academies (UABC) Program, initiated in 1999, develops, hires, and retains high performing motivated educators in predominantly poor minority schools. The Urban Academy increases the number of quality teachers for urban schools by:

- Equipping candidates with appropriate and effective techniques and strategies that ensure success in teaching positions with what has been traditionally considered the underserved population of students.
- Providing an innovative teacher preparation and retention program that prepares and supports student committed to teaching in urban schools.
- Providing candidates that have been identified as early as middle school with a four-year rigorous high school curriculum plan that is aligned with professional educator preparation, as well as continual support from local higher education institutions.

The Urban Academy addresses the teacher education continuum, including high school and college students and practicing teachers, and has two distinct programs: the High School Urban Teacher Academy Program (UTAP) and the Professional Development Schools.

The **Grants Administration and Government Programs (GA&GP)** is part of the Human Resource Development Department for the purpose of aligning funding. This unit ensures the alignment of grant funding to the District Strategic Plan and Priorities. All major proposals for grants go through a district review process to ensure professional development components are aligned to national and state standards for quality.

E. PROFESSIONAL LEARNING MODEL

Research documents that the most gains in knowledge, attitudes, skills, aspirations and behaviors at the school level comes as a result of organized, ongoing professional learning opportunities. The Human Resource Development Department will support schools in the development of Professional Growth Plans (PGP) that are aligned with the School Improvement Plan (SIP) and state standards. These plans will focus on the research-based strategies of:

- Professional Learning Communities
- Action Research
- Sustained professional development
- Coaching & Mentoring support

Site-based plans will be based on needs gathered from student achievement data, professional growth plan data, staff performance data and community surveys.

The District Departments and the Schools will work together to provide quality professional development and learning to all employees. While District Departments will focus on professional development with quality programs, events and support structures, the Schools will focus on Professional Learning Communities (PLC), collaborative teams focused on learning and oriented on results. Together, professional growth will be focused and sustained to move the district towards reaching its goals.

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1. The Broward County Professional Development System will be approved by the district school board annually in order to ensure compliance and to allow for dissemination of research-based best practices to other districts. The Broward County School Board will submit verification of their approval of this system to the Commissioner of Education every year, no later than October 1.
2. The Superintendent shall establish and maintain administrative procedures for implementing the Broward County Education Consortium.
3. The Superintendent shall establish staff development advisories at the district, school administrative, and school levels to oversee instructional and non-instructional development. The Human Resource Development (HRD) Department shall facilitate the meetings of each of these groups. Each group shall meet on a regular basis as follows:
 - a. Staff Development Advisory Council composed of selected Innovation Zone Facilitator Principals shall meet on a quarterly basis with the option to meet more frequently as needed.
 - b. Professional Development Coordinating Council composed of representatives of district departments who provide professional development shall meet quarterly with the option to meet more frequently as needed.
 - c. Professional Development Network composed of representatives from the Elementary Curriculum Councils and Subject Area Councils shall meet on a monthly basis with the option to meet more frequently as needed.
4. Other procedures include:
 - a. All district initiatives will be coordinated as part of a professional development program or programs.
 - b. HRD is tasked with the responsibility of working with program managers to ensure evaluation of professional development programs and its alignment to district initiatives for the effectiveness in achieving strategic plan goals and intended results.
 - c. Each school will articulate a plan for professional development as part of its school improvement plan. HRD will work with schools in the development of quality professional development plans.
 - d. Each department will articulate a plan for professional development as part of its strategic plan. HRD will work with departments in the development of quality professional development plans.

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- e. A management system will be maintained to publicize, record, track and evaluate all formally initiated professional development activities.
- f. Expectations for Participants, Trainers and Program Managers/Organizers will guide the implementation of the Professional Development Model.