PROFESSIONAL LEARNING SYSTEM

School District of Baker County

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I. Professional Learning System Overview and Development

A. Overview of the Professional Learning System

Prompt 1. Provide an overview of the district's professional learning system.

The purpose of the Professional Learning System is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. (Section 1012.98, F. S.)

The Baker County School District is committed to meeting the needs of all students in a safe, nurturing, and encouraging environment.

The district involves parents, students, teachers, and community members in the process of determining goals that meet students' needs. The district works in conjunction with the North East Florida Educational Consortium to provide professional development to the staff of the school system. An important part of the professional development process is outlined by the NEFEC Professional Learning Catalog which is found at: https://sites.google.com/nefec.org/nefecisp/professional-learning-catalog

The vision of the Baker County School District is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

Student data, needs assessments, parent and student climate surveys, North East Florida Education Consortium (NEFEC), Florida Department of Education, Multi-tiered System of Supports District Action Planning and Problem Solving (MTSS/DAPPS) team and local (principal/administrative) input/programs help determine the various types of training that is needed and utilized. The needs are reflected in the School Improvement Plans for each school site. The needs are then compiled to produce a district-wide professional development delivery plan, with ongoing training to be scheduled as needed for all school sites. Each school site uses the Individual Professional Development Plan (IPDP) to address individual teacher training/inservice needs based on their student performance data. Improved student achievement is the basis for which all professional development is planned and delivered.

B. Collaborative Partnerships and Consultation

1. Collaborative Partnerships List

Prompt 2. List the collaborative partnerships the district established during the development of the professional learning system.

Stakeholder Group	Position Title and Affiliation	Method of Engagement
Consortium	North East Florida Educational Consortium (NEFEC)	Face to face interactions about needs of the district.
Parents and Community	School Advisory Council and District Parent Advisory Council	Face to face meetings.

Teachers and Staff	All Teachers/Non-Instructional	Professional Development Needs Surveys
Outside Agency	Institute for Small and Rural Districts (ISRD)	Direct Collaboration
Outside State Agency	University of Florida Lastinger Center for Learning	Direct Collaboration

2. Consultation Process

Prompt 3: Describe how the district consulted with a diverse group of stakeholders to develop the professional learning system.

Baker County School District is a member of the North East Florida Educational Consortium (NEFEC). NEFEC provides direction, insight, new trends, and updates to needs in the education profession. Their knowledge and ability to provide professional development is key to smaller districts like ours being able to provide our staff what is needed to be successful teachers. NEFEC is the major provider of professional learning for our district.

During Teacher and Staff meetings, needs assessment surveys are conducted to determine what professional development needs the staff has. Discussion at Professional Learning Communities occur to assess staff needs.

The Institute for Small and Rural School Districts (ISRD) works with the Director of Student Services to share ideas and needs for our staff. After evaluating student data, they offer invaluable expertise in the areas of ESE professional development.

During SAC and DPAC meetings, professional needs are discussed and these groups can also provide funding to help with those needs.

The University of Florida Lastinger Center for Learning has offered The Science of Reading professional development to our staff at no cost to the district. Teachers can enhance their skills on teaching reading and earn their reading endorsement.

II. Core Professional Learning System Components

A. Professional Learning System Requirements

The following professional learning system requirements are established in section (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Development Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.
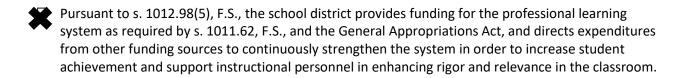
1. Professional Learning System

✖ Pursuant to s. 1012.98(4)(b), F.S, the professional learning system was developed in consultation with teachers; teacher-educators of Florida College System institutions and state universities; business and community representatives; and local education foundations, consortia, and professional organizations.

✖ Pursuant to s. 1012.98(4)(b)2., F.S., the professional learning system is based on analyses of student achievement data, and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.

✖ Pursuant to s. 1012.98(4)(b)2., F.S., in developing or refining the professional learning system, the district and its schools reviewed and will monitor the following:
- School discipline data;
- School climate data;
- Parent satisfaction data;
- Instructional personnel evaluation system data;
- School and district administrator evaluation system data; and
- Other performance indicators to identify school and student needs that can be met by improved professional performance.

✖ Pursuant to s. 1012.98(5), F.S., the school district may coordinate its professional learning programs, especially those for preparing and educating instructional personnel, with that of another district, educational consortium, or Florida College System institution or university.

✖ Pursuant to s. 1012.98(4)(b)7., F.S., the professional learning system provides for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of professional learning programs.

✖ Pursuant to s. 1012.98(4)(b)9., F.S., the professional learning system provides for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and expand effective ones.

✖ Pursuant to s. 1012.98(4)(b)9., F.S., in evaluating the professional learning system, the district will consider the impact of the professional learning programs and activities on the performance of participating educators and their students' achievement and behavior.
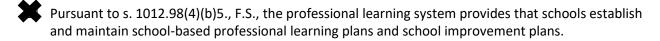
✖ Pursuant to s. 1012.98(4)(b)1., F.S., any substantial revisions to the system will be submitted to the department for review for continued approval.

2. Professional Learning Funding

✖ Pursuant to s. 1012.98(5), F.S., the school district provides funding for the professional learning system as required by s. 1011.62, F.S., and the General Appropriations Act, and directs expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional personnel in enhancing rigor and relevance in the classroom.

3. Professional Learning Plans

✖ Pursuant to s. 1012.98(4)(b)5., F.S., the professional learning system provides that schools establish and maintain school-based professional learning plans and school improvement plans.
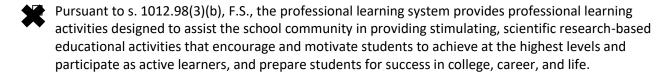
✖ Pursuant to s. 1012.98(4)(b)5., F.S., the professional learning system provides that school principals may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plan.

✖ Pursuant to s. 1012.98(4)(b)5., F.S., if school principals elect to establish individual professional learning plans, the plans must be related to specific performance data for the students to whom the teachers are assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the professional learning, and include an evaluation component that determines the effectiveness of the professional learning plan.

4. Professional Learning Catalog

✖ Pursuant to s. 1012.98(4)(b)5., F.S., the professional learning system includes a catalog of professional learning activities (formerly known as the master inservice plan) for all district employees from all funding sources, created in accordance with Rule 6A-5.071, Florida Administrative Code.

✖ Pursuant to s. 1012.98(4)(b)5., F.S., the professional learning catalog is annually updated by September 1 based on input from teachers and district and school instructional leaders, and uses the latest available student achievement data and research to enhance rigor and relevance in the classroom.

✖ Pursuant to s. 1012.98(4)(b)5., F.S., the school district annually submits verification of district school board approval of the professional learning catalog to the department by October 1.

✖ Pursuant to s. 1012.98(4)(b)5., F.S., the professional learning catalog is aligned to and supports school-based professional learning plans and school improvement plans.

5. Professional Learning Programs and Activities

✖ Pursuant to s. 1012.98(3)(b), F.S., the professional learning system provides professional learning activities designed to assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and participate as active learners, and prepare students for success in college, career, and life.

✖ Pursuant to s. 1012.98(4)(b)8., F.S., the professional learning system provides for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.

✖ Pursuant to s. 1012.98(4)(b)3., F.S., the professional learning system provides professional learning activities coupled with the follow-up support appropriate to accomplish district-level and school-level improvement goals and standards.

a. School Administrators

✖ Pursuant to s. 1012.98(4)(b)6., F.S., the professional learning system provides professional learning activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management.

b. Instructional Personnel

✖ Pursuant to s. 1012.98(3)(c), F.S., the professional learning system provides continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

✖ Pursuant to s. 1012.98(4)(b)3., F.S., the professional learning system provides professional learning for instructional personnel that focuses on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

c. Non-District Instructional Personnel

✖ Pursuant to s. 1012.98(5), F.S., the school district makes inservice activities available to instructional personnel of private schools in the district and state certified teachers who are not employed by the district on a fee basis not to exceed the cost of the activity per all participants.

d. Reading Instruction and Personnel

✖ Pursuant to s. 1012.98(4)(b)11., F.S., the professional learning system provides training to reading coaches, classroom teachers, and school administrators in effective methods of
- Identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills;
- Incorporating instructional techniques into the general education setting that are proven to improve reading performance for all students; and
- Using predictive and other data to make instructional decisions based on individual student needs.

✖ Pursuant to s. 1012.98(4)(b)11., F.S., the training outlined above must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

✖ Pursuant to s. 1012.98(4)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

e. Middle Grades Instruction and Personnel

✖ Pursuant to s. 1012.98(4)(b)10., F.S., the professional learning system provides middle grades instructional personnel and school administrators with professional learning that emphasizes:
- Interdisciplinary planning, collaboration, and instruction;
- Alignment of curriculum and instructional materials to the state academic standards; and
- Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

✖ Pursuant to s. 1012.98(3)(d), F.S., the professional learning system provides middle grades instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

✖ Pursuant to s. 1012.98(4)(b)5., F.S., the professional learning catalog must include professional learning for middle grades instructional personnel and school administrators on the district's code of student conduct adopted pursuant to s. 1006.07, F.S.; integrated digital instruction; competency-based instruction; CAPE Digital Tool certificates; CAPE industry certifications;

classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

f. Professional Development Certification and Education Competency Programs

✖ Pursuant to s. 1012.98(4)(b)4., F.S., the professional learning system provides professional learning and support targeted to individual needs of new teachers participating in the professional development certification and education competency program under s. 1012.56(8)(a), F.S.

✖ Pursuant to s. 1012.98(3)(e), F.S., the professional learning system provides professional learning to teacher mentors as part of the professional development certification and education competency program under s. 1012.56(8)(a), F.S., that includes components on teacher development, peer coaching, time management, and other related topics as determined by the department.

g. School Improvement Plans

✖ Pursuant to s. 1012.98(3)(a), F.S., the professional learning system provides professional learning activities designed to support and increase the success of instructional personnel through collaboratively developed school improvement plans that focus on the following:
  - Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;
  - Increased opportunities to provide meaningful relationships between teachers and all students; and
  - Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in pre-service training for new teachers, and the workforce community.

B. Professional Learning Organizational Structure

Prompt 4. Describe the organizational structure of professional learning in the district.

The Director of Teaching and Learning is responsible for overseeing professional development in the district, but decisions are made as a team. This team is comprised of principals from each school along with Instructional coaches. During these team meetings needs are determined, plans and timelines are created for implementation, funding is discussed and processes are established for the evaluation of the effectiveness of the PD. The district also has a contract with Northeast Florida Educational Consortium (NEFEC), in which we collaborate to determine educational needs. NEFEC plans and provides professional learning opportunities for teachers and administrators, and seeks or creates PD when needs are identified.

The Professional Learning Catalog is housed on the district web page. Teachers and staff can access the documents through the Instructional Documents link on the page. The Director of Teaching and Learning oversees the updates to the Professional Learning Catalog and is responsible for getting it approved each

year by the school board. Principals and other school leaders along with NEFEC make recommendations on what is placed in the catalog each year.

C. Professional Learning Roles and Responsibilities

1. District-Based Roles

Prompt 5. Identify district-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., director of professional learning and staff, instructional coaches, cabinet, superintendent, and school board) and briefly describe their roles related to professional learning.

The Director of Teaching and Learning in combination with the Director of Human Resources and the Director of Student Services help in identifying needs and finding professional development for staff. Input from staff surveys and from school leaders is used to determine what professional learning and inquiring opportunities will be offered each year.

Director of Teaching and Learning: Responsible for staff needs surveys. Allocation of PD for needed areas. Responsible for Title II funds to pay for Teacher PD

Director of Human Resources: Responsible for helping with certifications and PD needed for staff to be in compliance with state guidelines. Responsible for Title IX and PD offered to be in compliance. Responsible for New Teacher Trainings, Mentors, and PDCP for staff teaching on an alternative certification.

Director of Student Services: Responsible for PD related to ESE and ELL needs. Works in conjunction with the Director of Accountability to provide funding for related PD.

All three Directors are responsible for the evaluation methods used during PD opportunities that they provide. One mandatory process is that after each PD is offered a survey by the participating staff is conducted.

2. School-Based Roles

Prompt 6. Identify the school-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., instructional personnel,

instructional coaches, school leadership team, and school administrators) and briefly describe their roles related to professional learning.

Principals, Instructional Coaches, teachers and other school-based leaders at each school make decisions about what professional opportunities are needed each year at their schools. Based on student and teacher data along with survey information, these decisions are used to plan professional learning opportunities throughout each year.

D. Professional Learning for Continual Growth

1. System of Professional Learning for Instructional Personnel

Prompt 7. Describe the district's system of professional learning programs and supports that enables instructional personnel to continually develop throughout their career and provides opportunities for meaningful teacher leadership.

As a requirement by the district, teachers instructing out-of-field of their certification must be actively pursuing professional development to attain appropriate credentials. As part of their Individual Professional Development Plan (IPDP), these teachers must be seeking the certification to make them highly qualified to instruct their students. For the majority of these teachers, they have been recently hired in a position that requires them to instruct a subject not on their certificate. In some instances, exceptional student education (ESE) instructors have the ESE certification but not the specific subject certification required. In other situations, instructors are lacking either an ESOL or Reading endorsement.

The school system has many novice teachers due to resignations, retirements and transfers as well as teachers serving in a new subject area or grade level. The district plans to increase the percentage of Highly Effective and Effective teachers in the 2023-2024 year with continued district-level and school-level efforts. We plan to focus on district-level and school-level support and professional development from mentors, instructional coaches, team leaders, and high performing model teachers for our beginning teachers or those transferred to new areas. Another group of instructors that will receive specific support are those identified through the analysis of the instructional appraisal system. Focusing on indicator results and student achievement data.

The needs assessment places a priority in the areas of meeting the NCLB standards for highly qualified and/or infield effective teachers, with emphasis being placed in the subject area of reading and writing. With class size reduction, along with more individualized strategies, students will achieve greater academic success regardless of learning styles, race, national origins, or disabilities. Ongoing training will be provided to help newly hired teachers. This training will enable the school system to have more highly qualified and/or infield, effective teachers. The efforts will also assist the district in retaining these quality instructors.

There is a need to have more secondary teachers complete the Reading Endorsement. Secondary teachers with Effective or Highly Effective three-year aggregate state VAM scores will be paid $500 per school year for teaching a reading course at the secondary level.

The needs assessment also reflects a need to increase the number of highly qualified and/or infield effective teachers in the area of ESOL. Elementary and Secondary teachers who add this endorsement will be reimbursed the cost for the classes completed and the expenses associated with adding it to their teaching certificates.

All six school sites within the district have achieved a 1:1 classroom level Chromebook deployment. Along with the requests for technology training on the annual needs assessment, the deployment of technology makes professional development related to the integration of technology essential. Schools within the district have already begun the process of training teachers to effectively use the Chromebooks and the associated Google Classroom applications. This will continue to be an important emphasis for professional development in the coming years.

Professional Learning Catalog
The Professional Learning Catalog is a dynamic document that is updated regularly. The document can be accessed at http://www.nefec.org/ . The purpose of the Professional Learning Catalog is to provide teachers and staff with the content knowledge and instructional methodology necessary to effectively implement the Florida Standards leading to improved student performance and academic achievement. Inservice activities focus on:

*Classroom Management	*Planning and Organization
*Subject Content	*School Safety
*Teaching Methods	*Effective School Mgmt. and
*Technology	*Instructional Leadership
*Assessment and Data Analysis	*Mental Health
*Special Education	*Multi-Tiered System of Supports

The Baker County School District will continue to progress towards having all students reading at grade level and above. There will continue to be an emphasis on students whose Florida Assessment Student Thinking (FAST) scores are at an achievement level 1 or 2 in Reading, Math, and/or Science. Specifically, the District Professional Development Plan is designed to enable schools to have a higher percentage of students scoring at level 3 or higher on the FAST while reducing the number of students needing intervention classes. A goal for all schools (applicable to the FAST) is to maintain or exceed the state average for students scoring level 3 or higher in Math, Reading, and Science. Out of the identified areas, the district will place emphasis on the following areas to improve student achievement.

Multi-tiered System of Supports/District Action Planning and Problem Solving (MTSS/DAPPS) Team
MTSS is an evidence-based model of educating students that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students across multiple tiers based on student need. DAPPS is a model for addressing district-level issues through systematic and structured planning and problem solving. Need-driven decision making seeks to ensure that district resources reach the appropriate students/schools at the appropriate level to accelerate the performance of all students to achieve and/or exceed proficiency. The goal for the 2023-2024 school year is to develop capacity of school-

based leadership teams to fluently engage instructional and appropriate non-instructional staff members in the 4-step problem solving process within an MTSS framework. This will be achieved through the collaboration of the school-based leadership teams and the district level DAPPS team.

It is important to note that the DAPPS team has an important role in the development of district-wide initiatives. This team along with the school-level MTSS teams consist of teachers, guidance counselors, instructional coaches, intervention staff, and educational leaders. These stakeholders influence both the teaching and learning process as well as professional development offerings discussed within this document.

Reading (See District Reading Plan)
The district reading plan may be viewed at: https://www.bakerk12.org/Page/1549

NEFEC Literacy Initiative
Elementary level training focusing on building vocabulary, academic language, text complexity, fluency and stamina with complex text, text meaning across content areas and disciplines, standards aligned writing, and small group instruction.

Universal Design for Learning
The district will partner with the Florida Diagnostic and Learning Resource System (FDLRS) to offer school sites professional development related to the Universal Design for Learning (UDL). This educational philosophy involves providing students multiple means of representation and expression. Specialists from FDLRS will work with teachers on early dismissal days to provide training on UDL and conduct one-on-one lesson plan discussions with teachers. From this training, it is expected that each of the schools will develop UDL experts that can then assist other instructors.

Science, Technology, Engineering, and Math (STEM)
Professional development in the areas of Science, Technology, Engineering, and Mathematics is designed to provide information on research-based mathematics and science programs and instructional strategies to better prepare students to enter post-secondary education (or the workforce) without required remediation and possibly lead students to successful STEM careers. The district is working in conjunction with NEFEC regarding the STEM initiative.

In addition to offering professional development provided by NEFEC, district leadership has also partnered with the STEM^{2}Hub organization. This group is a not-for-profit entity solely dedicated to accelerating the growth of STEM^2 initiatives (and measured outcomes) in the Northeast Florida region. Multiple professional development opportunities have been made available to instructional staff through this organization.

Bullying/Harassment/Teen Dating Violence Prevention
It is the express purpose of the Baker County Public Schools to ensure that all students and staff in this district enjoy a safe and healthy climate in which to learn and work. To that end, Baker County's District Inservice program, which has received recommendations from the Florida Department of Education, provides that training be delivered to each student and employee in the area of bullying. Also, where appropriate, teen dating violence training has taken place and continues to meet all necessary requirements. The training programs, which are ongoing, have met all the requirements of state statute and federal law.

G Suite for Education
Teachers have the expectation of using the Google Suite of software in their classrooms. Those who do not have the background or expertise are offered PD to meet their need. The Information Technology Specialists, school-level technology contacts, and the Executive Director of Teaching and Learning will work together to provide professional development to staff members that request training in the G Suite for Education. This group of applications include: Gmail, Google Docs, Google Drive, Google Calendar, and Google Hangouts. G Suite for Education provides collaborative technology tools for teachers' classrooms. These applications are designed with new intelligent features that make teacher work and student learning easier.

Data Analysis
The most requested training by teachers each year is consistently related to data analysis. During the previous and current school year, administrators, instructional coaches, and teachers have had the opportunity to receive professional development in the NEFEC Power BI platform. This application allows school stakeholders to view standardized assessment data, early warning indicators, and administer stakeholder-created progress monitoring assessments. This data disaggregation tool is a key resource for teachers within the school system. Consultants from Performance Matters will continue to offer training in both data analysis and progress monitoring test creation for multiple school sites.

STAR Reading, STAR Math, and STAR Early-Literacy Assessment Training
As part of the approved 2020-2021 Reading Plan, the school district moved from utilizing the Florida Assessment for Instruction in Reading (FAIR) to the STAR Literacy Assessments for progress monitoring. As part of the transition, stakeholders were trained in the Renaissance Place data platform. This training will continue during the 2023-2024 school year. It is vital that teachers use the data from these assessments to inform the instruction of their students. In addition to the reading assessments previously mentioned, training will be offered for STAR Math as well.

Mental Health First-Aid
Training on how to identify, understand and respond to signs of mental illnesses and substance use disorders. This training gives adults who work with youth the skills they need to reach out and provide initial-support to adolescents who may be developing a mental health or substance use problem and help connect the to the appropriate care.

Florida Standards
Professional development/training offered through the Florida Department of Education and NEFEC will continue to be the main inservice utilized in the implementation of the Florida Standards.

The Florida Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With students fully prepared for the future, our community will be best positioned to compete successfully in the global economy.

The district's shared goal with the Florida Department of Education is to ensure Florida's students are well prepared to compete for jobs and college admissions in today's global marketplace.

***The Fundamental 5: The Formula for Quality Instruction* Book Study**
Begun during the 2015-2016 school year and continuing in the 2023-2024 year, each school site in the school system is conducting a book study of: *The Fundamental 5: The Formula for Quality Instruction*. This book contains five key elements of quality instruction:

- Frame the Lesson
- Work in the Power Zone
- Frequent, Small-Group Purposeful Talk
- Recognize and Reinforce
- Write Critically

The schools have each had the opportunity to implement the book study as the leadership desired. Some schools have been provided books for every teacher while others are covering chapters and topics through weekly faculty training sessions.

Highly Qualified Reading Teachers/Reading Endorsement
     Professional development will be provided to teachers in specific areas of need to have more highly qualified teachers. The 5 reading components needed for the reading endorsement will be provided throughout the year and fees will be reimbursed to the teachers. Teachers who complete the Reading Endorsement and adds this to his/her teaching certificate will be reimbursed the cost for updating the certification. This will help increase the number of highly qualified teachers. In an effort to assist these teachers in achieving this endorsement and also retaining them after completion, the district pays a stipend to these teachers. In order to receive the stipend, the teachers must teach a reading class during the current semester and either be working toward achieving the endorsement or be already endorsed.

    Highly Qualified/ESOL
     A high level of emphasis will be placed on professional development for ELL (English Language Learners). Our goal is to increase the number of highly effective teachers to have the appropriate quality of teachers to meet the needs of Florida English Language Learners. This will also increase the number of highly qualified teachers in our district.

    Highly Qualified/In-field Certification
     There is a need to have teachers achieve the status of in-field and highly qualified. This District Professional Development Plan calls for stipends to be provided to mentor teachers assisting new teachers via the Professional Development Certification Program (PDCP). This initiative provides professional development to instructional staff who are non-education baccalaureate or higher degree holders under Section 1012.56(8), F. S., resulting in qualification for a temporary certificate.

     Any teacher who is teaching an out-of-field course and is not highly qualified can be eligible to receive a stipend if they pass a subject area exam and add it to their certification during the school year. This stipend applies to each out-of-field subject area exam passed and added to the teaching certificate. If after taking the exam twice without success during the school year, funds may be available to assist the teacher in test preparation.

    Professional Learning Communities
     This professional development is conducted through Professional Learning Communities that engages professionals coming together for learning within a supportive, self-created community. Through this type of professional development learning can be deeper and more enriched as participants interact, test their ideas, challenge the inferences and interpretations, and process new information with each other. When new ideas are processed in interaction with others, multiple

sources of knowledge and expertise expand and test the new concepts as part of the learning experience. (Professional Learning Communities: An ongoing exploration, SEOL.) Master Inservice Plan components are provided that supports professional learning communities, such as lesson study and other professional learning groups, and the deliberate practice growth actions of individual educators and leaders that result in highly effective performance and increased student achievement.

Book studies are often part of Professional Learning Communities in the school system. For the upcoming school year, the following book studies have been identified to be conducted at one or more school sites:

- *The Fundamental 5: The Formula for Quality Instruction*
- The Daily 5

New Teacher Induction Program

Both the 90-day and 180-day New Teacher Induction Program were revised. This program will continue to be offered during the 2023-2024 school year.

As part of the new teacher induction program, teachers will be asked to participate in the NEFEC Connect New Teacher Cohort. NEFEC Connect sessions are regional learning communities of educators within the NEFEC districts. In these series of events, teachers direct their professional learning and engage in deeper investigations of subjects such as, but not limited to technology integration, assessment, content, standards, data, and instructional practice.

Professional Development Certification Program (PDCP)

The Professional Development Certification Program (PDCP) is a two-year program to assist new teachers in completing their requirements for certification. New teachers that enroll in this program will do so in lieu of the first year Induction Program (Beginning Teacher Program).

New Teacher Training

This one-day professional learning session provided by District staff provides new teachers with essential information about District initiatives, expectations, procedures, practices, and policies. Also included in this training are the Florida Code of Ethics and Principles of Professional Conduct. New teachers learn about the computer network and available resources. Teachers are also paced through video lessons based on Harry Wong's: The First Days of School. Teachers also receive an introduction to the book; The Fundamental Five: The Formula for Quality Instruction. This training is the first step/session in the District's Beginning Teacher Program.

Mentor Training

The Baker County School District Mentoring Manual is a part of the new teacher induction program. This twelve-chapter document provides the content for mentor teachers to use during a new teacher's first 90 or 180 days of employment. The manual has been posted online at: https://drive.google.com/drive/folders/0B18oX1tiaP3aZ0N5SXRQZ0NSZkE.

In conjunction with NEFEC, the district will continue to offer clinical educator and mentor training to qualified teachers wanting to become mentor teachers.

Florida Foreign Language Association Conference

This three-day conference learning session is presented by the Florida Foreign Language Association. Up to three foreign language teachers will benefit from this training and bring this knowledge back to the classroom.

The Classroom Management Course by Harry and Rosemary Wong
In this interactive online course, teachers will learn how to organize and structure a classroom where students all know what to do leaving much time to teach.

Non-Instructional
Through the district departments, such as custodial, transportation, and food service, non-instructional employees, including paraprofessionals, will receive the necessary professional development for their employment requirement and career growth. A specific training associated with providing academic intervention support will be given to appropriate staff at school sites. This training will be developed and delivered in consultation with NEFEC, FDLRS, as well as other State agencies.

2. System of Professional Learning for School Administrators

Prompt 8. Describe the district's system of professional learning programs and supports that enables school administrators to continually develop throughout their career and provides for the identification and preparation of aspiring school leaders.

It is essential that opportunities are also offered to school leaders and those who would aspire to become leaders. Educational Leaders need continued professional development in order to effectively lead their schools to student success.

North East Florida Educational Consortium Aspiring Leaders Program (ALP)
The North East Florida Educational Consortium's Aspiring Leaders Program is designed for experienced teachers with leadership potential who desire to explore the possibility of becoming a school leader.

This 60-hour program consists of three modules:
- School Leadership explores the practice of effective leadership and analysis of school/district data
- The Leader as Coach introduces the participants to instructional coaching and the use of conversation to assist teachers with instruction
- The Leader as Administrator investigates the roles and responsibilities of the school leader through the use of practical problem solving and ethical leadership

NEFEC Summer Leadership Conference
Each year, approximately fifteen to twenty educational leaders attend the NEFEC Summer Leadership Conference. This training lasts two days and provides professional development sessions on multiple topics. This conference offers many learning opportunities for administrators to learn of best practices that have been implemented in the schools.

Inter-Rater Reliability Training
This professional development is a continuation of training developed specifically for the school-level administrators of Baker County. Two NEFEC consultants studied the district's evaluation instrument and then tailored the training to the system's specific needs. Phases one and two of this

training were completed during the 2015-2016 school year.

During the 2017-2018 school year, the third phase of this inter-rater reliability training included classroom walkthroughs, pre-observation conferences, classroom observations, and post-observation conferences. Baker County School District will seek additional training as refreshers for school-based Ed Leaders as well as training for new Ed Leaders. This training will continue to be offered to educational leaders, with updates as they pertain to the teacher evaluation tool approved by FLDOE.

North East Florida Education Consortium Regional Principal Leadership Academy

The North East Florida Educational Consortium (NEFEC) Regional Principals Leadership Academy is a state approved path for individuals who desire certification as a Florida School Principal.

This is a 13-month State-approved Level II, Principal Preparation Program. Over the course of the program, candidates will participate in asynchronous coursework that is facilitated by NEFEC personnel, have a district-defined number of meetings with an assigned mentor, participate in field experiences and conduct an inquiry project that is directly linked to student achievement and their School Improvement plan. Principals and assistant principals will gain knowledge in the areas of data analysis, communication, instructional leadership, FEAPs, Professional Educator Practices, feedback, instructional technology. Successful candidates earn eligibility Level 2 certification as a Florida School Principal. 5 Ed Leaders completed this training and certification process in October of 2020.

North East Florida Educational Consortium: Leadership Essentials for Assistant Principals (LEAP)
This professional learning opportunity is designed for early-career assistant principals with up to two years of experience. It provides collaboration and networking opportunities in order to develop essential skills needed for effective leadership as an assistant principal.

Professional Development Includes:
- Effective Communication
- Visioning
- How to Support the Principal
- Working with Teams
- Understanding School Grades
- The Importance of Data
- Teacher Recruitment and Retention

III. Professional Learning Standards Implementation

The standards define Florida's core expectations for high-quality professional learning systems and opportunities, and form the foundation for the school district's professional learning system and catalog. Each of the subsections below, organized by domains and standards, includes a description of how the district is implementing each standard.

Domain 0: Foundation

Standard 0.1: Leadership

Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 9. Describe how the district implements the Leadership standard.

Educational leaders look at various data from their schools to make informed decisions, offer opportunities for teacher growth, and promote student learning. Data chats are conducted at key times throughout the year to evaluate student progress and to target areas of need. Educational Leaders share opportunities with teachers who need support through PD and will notify District Personnel when assistance is needed to acquire additional support. With the use of the teachers' Individual Professional Development Plan, administrators can encourage and monitor what teachers are learning and if further PD is needed. NEFEC continues to work closely with the district to access professional development needs and to acquire trainings that support the district, school, or teacher individual's goals.

Domain 1: Needs Assessment and Planning

Standard 1.1 Professional Learning Needs

Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.

Standard Implementation

Prompt 10. Describe how the district implements the Professional Learning Needs standard.

The following graphic provides the Individual Professional Development Plan (IPDP) form that is completed by all teachers within the school system. Instructor certification status, school improvement goals, and student performance data are used to determine appropriate goals and professional development activities.

Updated

BAKER COUNTY SCHOOL DISTRICT
Individual Professional Development Plan - **Part A**

Teacher: _____

School: _____ Year: <u>2022-2023</u>

The individual goal should be based on a review of your previous and current students' PM3 FAST data or other Progress Monitoring data, consideration of any school-wide or district initiatives, your personal desires for improvement, and from discussions with your administrator and/or mentor teacher. These goals should be measurable and result in some type of "product" after successful completion.

Goals: (Only one is required)	Description of Goal *including* Measurable Results	Goal meets the following: (Check those that apply)
1.		__ FAST Student Results/VAM __School Improvement Plan __School-wide/District Initiative __Personal interests __Administrative Recommendation __ Other: _____
2.		__ FAST Student Results/VAM __School Improvement Plan __School-wide/District Initiative __Personal interests __Administrative Recommendation __ Other: _____
3.		__ FAST Student Results/VAM __School Improvement Plan __School-wide/District Initiative __Personal interests __Administrative Recommendation __ Other: _____

Refer to other side for Professional Development to assist in achieving the goals above

⟹

Description / Title of PD:	Who will provide it:	Date Completed:

Some Professional Development opportunities can be determined when goals are initially written, others can be added as they become available. A separate sheet can be added if needed to accommodate all of the professional development opportunities participated in during the year.

Initial Conference:

Teacher Signature: _____ **Administrator Signature:** _____ **Date:** _____

At the end of the school year or once current data is available, complete Part B of the IPDP and attach it to Part A prior to meeting with your administrator.

BAKER COUNTY SCHOOL DISTRICT
Individual Professional Development Plan - Part B

Teacher:_____

School: ___   Year: 2022-2023

The outcome of each goal from Part A of the IPDP should be documented on this form and attached prior to the Final Conference with your administrator.

Goals: (Only one is required)	Outcome of Goal (Measurable Results)	Further Recommendations:
1.		__ Goal was successfully met __ Goal will be continued with adjusted results into the next SY. __ Other: _____
2.		__ Goal was successfully met __ Goal will be continued with adjusted results into the next SY. __ Other: _____
3.		__ Goal was successfully met __ Goal will be continued with adjusted results into the next SY. __ Other: _____

Final Conference:

Teacher Signature:_____   Administrator Signature:_____   Date:_____

Administrators meet individually with instructors to develop each teacher's IPDP. This meeting typically occurs during the months of August and September of each school year. If a teacher is a returning staff member, the final conference for the previous school year's IPDP will often occur at the same time. If an instructor is within his/her first three years of employment, then a meeting is scheduled during the school year to provide a mid-year review of the activities completed. The completion of the professional development activities and associated attainment of the goals of the IPDP directly inform an instructor's evaluation through component number seven of the Educational Management Consultant Services (EMCS) evaluation system.

Standard 1.2: Professional Learning Resources

Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 11. Describe how the district implements the Professional Learning Resources standard.

The Baker County School District works closely with the North East Florida Educational Consortium (NEFEC). Many of the professional development offerings contained within this plan were developed or facilitated by that organization. The professional development in this plan and future additional offerings will be conducted with the collaboration of the NEFEC organiation through bi-monthly meetings of the NEFEC Organization of Educational Leaders (NOELs). This group monitors and facilitates the professional development of both instructional and non-instructional staffs

throughout the consortium. In addition to local and consortium input, state personnel provide guidance and leadership through technical assistance papers, memorandums, and conference calls. The Just Read Florida! conference calls have been of particular value related to the area of professional development.

Prompt 12. List the technology platforms and programs the district uses to manage, provide, or support professional learning, and briefly describe how they are utilized (e.g., participant registration, inservice points tracking, and virtual collaboration).

Platform or Program	Use(s)
Skyward	Learning Management System
BEESS	Online ESE Courses
Zoom/Microsoft Teams	Online live interaction courses
Harry and Rosemary Wong Program	Online new teacher training
PDCP NEFEC	Online Canvas for receiving PDCP
G-Suite	Google Applications for Classroom/School use
Power BI- NEFEC	Data System
UF Literacy Matrix	Online Reading Credentials

Prompt 13. List the funding sources and amounts allocated for the district's professional learning resources, and calculate the percentage of the district's total operating expenses that is allocated for professional learning for each of the last three school years.

School Year	Primary Funding Sources	Amount Allocated for PL	Total District Operating Budget	% of Total Budget
2021-2022	**All Primary Sources**	**730,629**	**46,760,589**	**1.6%**
	General Fund	178,584	40,793,406	.44%
	Special Revenue	14,641	4,107,602	.36%
	Title I, Part A	176,826	1,369,236	12.91%
	Title II	285,995	294,521	97.11%
	Title IV	53,161	71,522	74.33%
	Title V	21,422	124,302	17.23%

2020-2021	All Primary Sources	931,423	44,579,623	2%
	General Fund	150,200	39,496,740	.38%
	Special Revenue	391,952	3,645,369	10.75%
	Title I, Part A	108,197	1,009,448	10.72%
	Title II	208,418	208,568	99.93%
	Title IV	71,161	102,572	69.38%
	Title V	1,495	116,926	1.28%
2019-2020	All Primary Sources	573,929	42,368,324	1.4%
	General Fund	176,612	39,423,433	.45%
	Special Revenue	1,235	1,353,760	.09%
	Title I, Part A	112,461	1,171,094	9.60%
	Title II	229,418	272,000	84.34%
	Title IV	5,981	55,761	10.73%
	Title V	48,222	92,276	52.26%

Domain 2: Learning

Standard 2.1: Learning Outcomes

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

Standard Implementation

Prompt 14. Describe how the district implements the Learning Outcomes standard.

When professional learning is being considered, the goals of the school, goals of the teacher, and goals of students need to be the driving factors for implementing professional learning.

When staff complete professional development opportunities they are asked to complete an evaluation survey that informs both the provider of the training and the district lead team. Staff must also complete a follow-up form that shows how they will implement the new training into their classroom. Principals and other instructional leaders conduct classroom walkthroughs with the specific intent to observe instructional strategies taught via many of the learning opportunities provided. These walkthroughs are then used to gauge the level of fidelity of the implementation. When possible, these fidelity checks have been embedded into the training process to ensure effective support of the professional development initiative.

Standard 2.2: Learning Designs

Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 15. Describe how the district implements the Learning Designs standard.

> The District wants to make sure that professional development is offered to all who need it, but also wants these trainings to be cost effective and productive. Making sure PD that is research and evidence-based is the first step to insuring productivity. Professional learning will focus on student learning and the skills that will have the most impact on how students learn. Many times PD comes from job-embedded learning. When teachers and staff put to practice in their classrooms what they have learned and see the benefit, they are more likely to continue in proven outcomes. During the year many teachers participate in action research projects that when completed their data, observations and experiences are shared with other staff. This collaboration helps in promoting support and collaboration.
> Having various means of accessing Professional Learning is essential to our staff. Online-synchronous and asynchronous, Blended models Face-to-Face, Professional Learning Communities and book studies are options offered throughout the year and during the summer. NEFEC is on the cutting edge of offering the newest and best PD that has been vetted and proven to be effective. The District will continue to rely on NEFEC for much of our PD needs.

Domain 3: Implementing

Standard 3.1: Implementation of Learning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 16. Describe how the district implements the Implementation of Learning standard.

> At the beginning of each year educators are required to create an Individual Professional Development Plan (IPDP) that addresses their needs in the classroom based on data. This data could be from student achievement, or behavioral data. Teachers meet with Educational Leaders to review their IPDP at the beginning of the year, mid-year and end of year. After each professional learning event, teachers are asked to complete a follow-up form that details how they will implement the new training. Educational Leaders use this form to support and give feedback through walkthroughs or reassessing student data. If additional supports are needed, the Educational Leader will share more opportunities for refreshers, coaching or to seek new PD. During PD meetings, School Leaders will share feedback, classroom observations, and data with

District Leaders to not only evaluate the effectiveness of PD, but to also seek additional support or ongoing PD for the future. Instructional Coaches and Mentor Teachers will facilitate in the implementation of new or ongoing PD.   Through the use of walkthroughs, District and School leaders can observe to see the effectiveness of PD or needs of concern to seek required professional learning or additional coaching. End of the year review the teacher's IPDP will also aide in the evaluation of the effectiveness of PD implementation, the need for continued support and coaching, or the need for new professional learning.

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning

Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.

Standard Implementation

Prompt 17. Describe how the district implements the Evaluation of Professional Learning standard.

All participants completing professional development opportunities listed within this document are asked to complete an evaluation survey that informs both the provider of the training and the district lead team. In addition, principals and other instructional leaders conduct classroom walkthroughs with the specific intent to observe instructional strategies taught via many of the learning opportunities provided. These walkthroughs are then used to gauge the level of fidelity of the implementation. When possible, these fidelity checks have been embedded into the training process to ensure effective support of the professional development initiative.

The Professional Development Plan will be reviewed and evaluated each year to ensure that implementation leads to improved teacher quality resulting in student growth and academic achievement. The district will review district-wide data and evaluations as well as meet with school leadership to review school-wide data as well as evaluative reviews and summaries. The district will work closely with our consortium and school leadership to adjust the plan as needed to continuously progress and improve in the areas of student growth and achievement.