



PROFESSIONAL DEVELOPMENT SYSTEM

Sumter County Schools

INTRODUCTION:

The Professional Development System for Sumter County Schools is designed to implement the requirements and the intent of Section 1012.98 F.S. The Professional Development Department coordinates this system. It has been developed in cooperation with parents, teachers and administrators in the district, the Florida Department of Education, provider agencies, institutions, and commercial entities. The intent of the system is to provide state-of-the-art professional development to deepen the knowledge and skills of all Sumter County personnel and stakeholders and to motivate them to become lifelong learners. Professional development activities are tied to Professional Improvement Plans, School Improvement Plans, school reports, student achievement data, and the District Strategic Plan. The expected outcome of professional learning activities is for participant growth in knowledge and skills to produce higher achievement by students.

PROFESSIONAL DEVELOPMENT SYSTEM ALIGNMENT:

The system is designed to align and link professional learning with student and instructional personnel needs based on the following data sources: Professional Improvement Plans, School Improvement Plans, performance appraisal data for teachers and administrators, individual surveys, annual school reports, student achievement data, assessments of parental satisfaction, accreditation guidelines (SACS/CASI), the District Strategic Plan, and school discipline data. All data sources are carefully analyzed to identify gaps between student performance, teacher effectiveness, curriculum content and instructional methods.

A professional learning plan is created, and activities are scheduled to meet the identified needs. The plan gives teachers, administrators, and staff an opportunity to acquire knowledge and skills to improve their craft. Professional development in content areas is designed and delivered with a strong correlation to both district and state standards. Other professional development activities are closely correlated to the remaining identified needs. Professional development opportunities are advertised via e-mail, shared online calendars, social media and through the district website.

FOCUS OF PROFESSIONAL DEVELOPMENT ACTIVITIES:

The district establishes specific professional learning activities in the focus areas identified by the data analysis at both the school and district levels to ensure continuous improvement of instruction and student performance. The professional development activities are planned to increase student achievement in literacy, comprehension in all academic content areas, critical thinking, writing, problem solving, career and technical education, and other areas of instruction.

Follow-up support is planned as appropriate for professional development activities. Documentation and evaluation are filed in the school offices and in the Office of Professional Development.

To enhance professional learning and classroom instruction while increasing student achievement, the Sumter School District provides experiences for educators according to current law (s. 1012.98 (4)(b)(2) F.S.) directing that specific content aligned to Florida's Professional Learning Standards.

Scope of Work	Page Numbers
<u>Revised PD Evaluation System</u> : A component of the district’s PD system reflecting a revised process for evaluating the district’s PD in accordance with Professional Learning Standards, the requirements of the Memorandum of Understanding, and as described in the grant.	15, 28 & 38
<u>Personnel Evaluation Data</u> : The district will utilize data from teachers’ and principals’ evaluations to plan and evaluate professional development.	8, 9, 12, 13, 15, 16, 17, 18, 19, 22, 23, 24, 28, 30, 33, 34, 35, 36, 37 & 38
<u>Impact on Practice</u> : The district will evaluate the effectiveness of PD based on changes in practice and student outcomes.	7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37 & 38
<u>Faculty Development</u> : Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6).	7, 6, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36 & 37
<u>Florida Standards Transition Support</u> : Teacher content knowledge with a focus on the FS (aligns with Protocol 1.2.2; 2.2.2; 3.2.2).	6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37 & 38
<u>Research-based Strategies</u> : Instructional strategies and methods for implementation of the Florida Standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	6, 7, 9, 10, 11, 12, 16, 19, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37 & 38
<u>Differentiated Instruction</u> : Methods, strategies and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	6, 7, 9, 10, 11, 12, 13, 16, 19, 21, 22, 23, 24, 25, 26, 27, 29, 32, 34, 35, 36, 37 & 38
<u>Assessments and Lesson Studies</u> : Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B) (3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1)	7, 9, 10, 11, 12, 13, 16, 17, 19, 21, 22, 24, 25, 27, 28, 33, 34, 35, 36, 37 & 38
<u>Common Planning</u> : Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)	9, 12, 13, 16, 18, 22 & 23
<u>Data Access</u> : A comprehensive plan to deliver professional development to teachers, principals and administrators on how to access local instructional improvement and state-level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5).	27
<u>Data Systems</u> : Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4).	7, 8, 6, 9, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37 & 38
<u>Data Guiding Growth Plans</u> : Methods for using student learning data to formulate targets for improvement in PIP and ILDP (aligns with Protocol 1.1.3; 2.1.5).	7, 8, 13, 15, 16, 17, 18, 19, 22, 23, 24, 27, 30, 33, 34, 35, 36, 37 & 38
<u>Beginning Teacher Support Programs</u> : Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2)	9, 12, 13, 17, 19 & 22
<u>High-Needs Students</u> : Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37 & 38
<u>Low-Performing Schools</u> : If the district has schools in the five percent of persistently lowest-performing schools and is participating in the Leadership Academy, include the academy in the plan [Ref. Section (E), Struggling Schools]. (Mark “NA” if no qualifying schools)	5,6, 9, 10, 13, 21, 22, 23, 26, 27, 30, 31, 33, 34 & 35

(1) Policy: A Focus on College and Career Ready Students	
Associated Practice	Primary Responsibility
1.1 Understanding the Standards Framework	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<ul style="list-style-type: none"> a. Educators complete one days of the <i>Next Generation of Learning-focused</i> (LFS) training, and one day of Advancement via Individual Determination (AVID) foundations, during their first year of employment, as these are district initiatives focused on research-based, high-yield instructional strategies. b. The AVID program is utilized at all secondary schools and three elementary schools. c. Schools provide school-based professional development focused on the Florida Standards. d. Educators have been trained on and have access to the CPALMS website. e. The district provides professional development focused on the Florida Standards. f. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, Local Instructional Improvement Systems (LIIS), online instructional (textbook) materials, webinars, and varying websites. g. Educators update district curriculum maps annually to include updated course requirements. All participating educators receive professional development on the Florida Standards prior to each mapping session. 	
Associated Practice	Primary Responsibility
1.2 Use of Course Requirements	Practices implemented, individually and collectively, by instructional staff, school administrators, the district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<ul style="list-style-type: none"> a. Educators have been trained on and have access to the CPALMS website. b. Educators update district curriculum maps annually to include updated course requirements. All participating educators receive professional development on the Florida Standards prior to each mapping session. c. Lesson plans are reviewed at each school site. d. Educators and school administrators participate in Professional Learning Communities (PLC), focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs. e. Educators are required to create lessons that are based on and/or include the Florida Standards. Their planning and incorporation of correct content/standards are evaluated through Domain I, of Sumter County's teacher evaluation system. 	
Associated Practice	Primary Responsibility
1.3 Alignment, Connections, and Relationships	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, Local Instructional Improvement Systems (LIIS), online instructional (textbook) materials, webinars, and varying websites.
- b. The district provides an additional workday, 197th day, each school year to address professional development on district initiatives and the mission of creating “college and career ready students.”
- c. The district provides Core Connections writing training focused Florida Standards writing.
- d. The AVID program is utilized at all secondary schools and three elementary schools.
- e. The use of LFS is an expectation at all schools, in all grade levels and in all content areas.
- f. Educators rated less than “Effective” work in collaboration with a school administrator to create a Professional Improvement Plan (PIP) based on student performance data and prior year summative evaluation results.
- g. School administrators work in collaboration with a district administrator to create a Professional Growth Plan (PGP) for Deliberate Practice (DP) based on student performance data and prior year summative evaluation results.
- h. District alignment of the transition to the Florida Standards is evidenced in each School Improvement Plan (SIP), the District Intervention Assistance Plan (DIAP) and the District Strategic Plan (DSP).
- i. The disaggregation of data from summative and formative evaluations for educators and administrators, SIPs, classroom walkthroughs, and PGPs are analyzed and utilized for district-wide planning on a regular basis.
- j. Data from needs assessments are collected and reviewed by the Professional Development Council (PDC) annually.
- k. The district utilizes Document Based Questioning (DBQ) to support the integration of ELA and Social Studies in grades four through twelve.
- l. The district utilizes Argument-Driven Inquiry (ADI) to support the integration of ELA and Science in grades six through eight.

(2) Policy: The Priority Shifts in Professional Development

Associated Practice	Primary Responsibility
2.1 School-based Focus	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- b. Classroom walkthroughs are completed weekly targeting domains two and three of Sumter’s teacher evaluation system.
- c. Title II, Part A funds are used to provide all schools individual professional development budgets. School leadership teams decide how funds will be utilized, based on school specific needs in regard to the Florida Standards.
- d. Schools maximize the use of the existing workday time to focus on professional learning and collegial processes that promote the implementation of the Florida Standards.
- e. Schools adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- f. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise for the implementation of the Florida Standards.
- g. Schools utilize the district Mentoring Program designed to meet the professional needs of new educators through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- h. Data collected from summative and formative evaluations, classroom walkthroughs, and student assessments are used to create SIPs, PIPs and PGP.
- i. Schools work diligently to protect instructional time for all students.
- j. The district’s Leadership Development Programs requires a focus on faculty development through multiple field experiences, documenting the Florida Principal Leadership Standards.
- k. School Leadership Teams meet regularly regarding policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data.

Associated Practice	Primary Responsibility
2.2 Emphasis on Development	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. District level supervisors, curriculum specialists, directors, and grant coordinators complete classroom walkthroughs at all school sites and provide specific feedback to school administrators and teachers.
- b. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student

performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.

- c. Classroom walkthroughs are completed weekly targeting domains two and three of Sumter’s teacher evaluation system.
- d. Title II, Part A funds are used to provide all schools individual professional development budgets. School leadership teams decide how funds will be utilized, based on school specific needs in regard to the Florida Standards.
- e. Schools utilize district curriculum specialists for ongoing professional development.
- f. School administrators are provided extensive professional development and earn evaluator certification through Teachscape Focus, on Charlotte Danielson’s “A Framework for Teaching,” evaluation rubric.

Associated Practice	Primary Responsibility
2.3 Standards-based Focus	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Educators complete one days of the Next Generation of Learning-focused (LFS) training, and one day of Advancement via Individual Determination (AVID) foundations, during their first year of employment, as these are district initiatives focused on research-based, high-yield instructional strategies.
- b. The district provides Core Connections writing training focused on Florida Standards writing.
- c. Title II, Part A funds are used to provide all schools individual professional development budgets. School leadership teams decide how funds will be utilized, based on school specific needs in regard to the Florida Standards.
- d. School-based professional development is provided on topics such as: utilization of CPALMS, Close Reading, DBQs, ADIs, Higher Order thinking, Standards of Mathematical Practice, Performance Tasks, Depth of Knowledge, AVID, LFS, and technology programs and resources.
- e. Decisions regarding instructional materials are based on the inclusion of the Florida Standards.
- f. The AVID program is utilized at all secondary schools and three elementary schools.
- g. Educators have been trained on and have access to the CPALMS website.
- h. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- i. The district provides professional development focused on the Florida Standards.
- j. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- k. School Board members participate in the Florida Standards informational meetings through the Florida School Board Association.
- l. Educators are required to create lessons that are based on and/or include the Florida Standards. Their planning and incorporation of correct content/standards are evaluated through Domain I, of Sumter County’s teacher evaluation system.
- m. The disaggregation of data from summative and formative evaluations for educators and administrators, SIPs, classroom walkthroughs and PGP’s are analyzed and utilized for district and school planning on a regular basis.

n. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data.	
Associated Practice	Primary Responsibility
2.4 Professional Learning Cultures	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<p>a. Educators and administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.</p> <p>b. School Leadership Teams meet regularly regarding policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data.</p> <p>c. Schools utilize the district Mentoring Program designed to meet the professional needs of new educators through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.</p> <p>d. Schools maximize the use of the existing workday time to focus on professional learning and collegial processes that promote the implementation of the Florida Standards.</p> <p>e. Schools adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.</p> <p>f. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise for implementation of the Florida Standards.</p> <p>g. Schools provide time for educators to participate in lesson and unit planning with a focus on “Backwards Planning- planning with the end in mind.”</p> <p>h. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.</p> <p>i. Educators rated less than “Effective” work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.</p> <p>j. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.</p>	
Associated Practice	Primary Responsibility
2.5 Professional Learning Priorities	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	

- a. Schools utilize the district Mentoring Program designed to meet the professional needs of new educators through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- b. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- c. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of implementation of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- d. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- e. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- f. The Professional Learning Catalog aligns to Sumter County's teacher evaluation instrument.

(3) Policy: The Purposes of the Professional Development System	
Associated Practice	Primary Responsibility
3.1 Professional Responsibility – Understanding Purposes of Professional Development	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<ul style="list-style-type: none"> a. District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction. b. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Commissioner’s Leadership Academy topics, professional development, needs assessments, and student performance data. c. Educators rated less than “Effective” work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results. d. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results. e. Educators participate in monthly faculty meetings focused on policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data. f. The district embeds days within the educators’ work year focused on professional learning relevant to student needs. g. School Leadership Teams meet regularly regarding policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data. h. The district’s PDC reviews Learning Forward Standards, Florida’s Professional Learning Standards, district Professional Development Protocol Site Review results, needs assessment and professional development evaluation data annually. i. The district provides professional development information via e-mail, shared online calendars, social media and through the district website. 	
Associated Practice	Primary Responsibility
3.2 Learning Organizations	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<ul style="list-style-type: none"> a. The district establishes professional development objectives that align with school and district initiatives and needs. b. District alignment of the transition to the Florida Standards is evidenced in each SIP, the DIAP and DSP. c. The district establishes Professional Development objectives that align with Florida’s Professional Learning Standards. d. The district’s PDC reviews Learning Forward Standards, Florida’s Professional Learning Standards, district Professional Development Protocol Site Review results, needs assessment and professional development evaluation data annually. e. School Leadership Teams meet regularly regarding policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data. f. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs. 	

<p>g. Educators participate in monthly faculty meetings focused on policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data.</p> <p>h. The district collaborates with local colleges and universities about Teacher Preparation Programs and the placement of college interns.</p>	
Associated Practice	Primary Responsibility
3.3 Allocating Responsibilities	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<p>a. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.</p> <p>b. Schools maximize the use of the existing workday time to focus on professional learning and collegial processes that promote the implementation of the Florida Standards.</p> <p>c. Schools adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.</p> <p>d. School-based professional development is provided on topics such as: utilization of CPALMS, Close Reading, DBQs, ADIs, Higher Order thinking, Depth of Knowledge, AVID, LFS, and technology infrastructure, programs and resources.</p> <p>e. Title II, Part A funds are used to provide all schools individual professional development budgets. School leadership teams decide how funds will be utilized, based on school specific needs in regard to the Florida Standards.</p> <p>f. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise for the implementation of the Florida Standards.</p> <p>g. School Leadership Teams meet regularly regarding policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data.</p> <p>h. Classroom walkthroughs are completed weekly to monitor the implementation of recent professional learning.</p> <p>i. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.</p> <p>j. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.</p>	
Associated Practice	Primary Responsibility
3.4 Actual Improvement Related to Purposes	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<p>a. A discontinuation or modification of supports through professional learning is completed based on the disaggregation of data collected from district-wide summative and formative evaluations, classroom walkthroughs, student performance outcomes, PGPs, assessments and professional development evaluations.</p>	

- b. Schools utilize the district Mentoring Program. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- c. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- d. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.

(4) Policy: The Capacities Employed in the Professional Development System	
Associated Practice	Primary Responsibility
4.1 Capacity Management	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<ul style="list-style-type: none"> a. A discontinuation or modification of supports through professional learning is completed based on the disaggregation of summative evaluation data. b. Title II, Part A funds are used to provide all schools individual professional development budgets. School leadership teams decide how funds will be utilized, based on school specific needs in regard to the Florida Standards. c. A District Contact List is distributed annually including distribution of responsibilities. d. Each school creates an SIP annually. Each SIP goal is created after disaggregating student performance data and summative evaluation results. e. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results. f. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results. g. Schools utilize district curriculum specialists for ongoing professional development. h. District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction. i. Schools maximize the use of existing workday time to focus on professional learning and collegial processes that promote the implementation of the Florida Standards. j. Schools are provided administrative interns, as part of our efforts to build leadership capacity from within. All interns have completed or are enrolled in the district's Leadership Development Program. k. Schools adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function. l. The district provides technology programs and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration on the implementation of the Florida Standards. m. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise on the implementation of the Florida Standards. n. The district embeds days within the educators' work year focused on professional learning relevant to student needs. o. Educators update district curriculum maps annually to include updated course requirements. All participating educators receive professional development on the Florida Standards prior to each mapping session. p. School Leadership Teams meet regularly regarding policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data. 	
Associated Practice	Primary Responsibility
4.2 Focusing Capacities on Priority Targets	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. An annual needs assessment is distributed, collected and reviewed by the district’s Professional Development Council, (PDC).
- b. Title II, Part A funds are used to provide all schools individual professional development budgets. School leadership teams decide how funds will be utilized, based on school specific needs in regard to the Florida Standards.
- c. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- d. School Leadership Teams meet regularly regarding policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data.
- e. Schools utilize the district Mentoring Program designed to meet the professional needs of new educators through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- f. Schools maximize the use of existing workday time to focus on professional learning and collegial processes that promote the implementation of the Florida Standards.
- g. Schools adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- h. Schools provide time for educators to participate in lesson and unit planning with a focus on “Backwards Planning- planning with the end in mind.”
- i. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- j. Title II funding is used to support needs identified in summative evaluation results for teachers and administrators.
- k. Educators rated less than “Effective” work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- l. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- m. School administrators are provided extensive professional development and earn evaluator certification through Teachscape Focus, on Charlotte Danielson’s “A Framework for Teaching,” evaluation rubric.
- n. New educators complete an introduction to “A Framework for Teaching,” and its application to teacher evaluation in Sumter County. This training is provided prior to the start of school.

Associated Practice	Primary Responsibility
4.3 Restructuring & Reorganizing for Capacity Development	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Schools maximize the use of the existing workday time to focus on professional learning and collegial processes that promote the implementation of the Florida Standards.

- b. Schools adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- c. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise for the implementation of the Florida Standards.
- d. The district embeds days within the educators' work year focused on professional learning relevant to student needs.
- e. The district participates in statewide resource-sharing processes available through the FLDOE supported websites, Florida Association of District School Superintendents (FADSS), Learning Forward Florida (LFF), Florida Association of School Administrators (FASA), Florida Association of Math Supervisors,(FAMS), Council of Language Arts Supervisors (CLAS), Florida Council for Social Studies (FCSS), Florida Association Career and Technical Education (FACTE), consortiums, and other national, state and district partners.
- f. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- g. The district provides an additional workday, 197th day, each school year to address professional development on district initiatives and the mission of creating "college and career ready students."
- h. The district provides technology programs and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration on the implementation of the Florida Standards.

(5) Policy: The Deliverables of the Professional Development System

Associated Practice	Primary Responsibility
5.1 Improvement Planning	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- b. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- c. Each school creates a SIP annually.
- d. District formative and summative assessment data and summative evaluation data are disaggregated annually and used to create the DSP, Instructional Technology Plan, K-12 Reading Plan and the DIAP. All plans address needs identified in all major content areas.

Associated Practice	Primary Responsibility
5.2 Building a Professional Learning Culture	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. School Leadership Teams meet regularly regarding policies, procedures, implementation of the implementation of the Florida Standards, professional development, needs assessments, and student performance data.
- b. Schools utilize the district Mentoring Program designed to meet the professional needs of new educators through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- c. Schools maximize the use of existing workday time to focus on professional learning and collegial processes that promote the implementation of the implementation of the Florida Standards.
- d. Schools adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function.
- e. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise for the implementation of the Florida Standards.
- f. Schools provide time for educators to participate in lesson and unit planning with a focus on "Backwards Planning- planning with the end in mind."
- g. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to: a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- h. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- i. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.

j. An online survey tool is used to gather “climate” information from parents and employees annually.	
Associated Practice	Primary Responsibility
5.3 Aligning Deliverables with Policies and Purposes	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<ul style="list-style-type: none"> a. Professional learning opportunities are advertised via e-mail, shared online calendars, social media and through the district website. b. Expectations and evaluation methods are clearly defined for each major district professional development initiative. c. The district utilizes an approval process for funding all contracts, consultants and material and supplies. 	
Associated Practice	Primary Responsibility
5.4 Key Personnel In Professional Development: Distributive Leadership	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<ul style="list-style-type: none"> a. The district provides an additional workday, 197th day, each school year to address professional development on district initiatives and the mission of creating “college and career ready students.” b. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise for the implementation of the Florida Standards. c. A District Contact List is distributed annually including distribution of responsibilities. d. District administrators and curriculum specialists participate in bi-monthly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction. e. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Brian Dassler Leadership Academy topics, professional development, needs assessments, and student performance data. f. School Leadership Teams meet regularly regarding policies, procedures, implementation of the Florida Standards, professional development, needs assessments, and student performance data. g. Schools are provided administrative interns, as part of our efforts to build leadership capacity from within. 	
Associated Practice	Primary Responsibility
5.5 Research-based Professional Development Models	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<ul style="list-style-type: none"> a. Since 2006, the Sumter School District has been immersed in training, supporting, and implementing LFS, a research-based instructional model, consistently and pervasively in all schools, across all levels, and in every classroom. Using the strategies daily is engrained as a way of work for all teachers and administrators, and the culture in every school. b. The AVID program is utilized at all secondary schools and three elementary schools. c. The district utilizes the multi-tiered systems of support (MTSS) for students in need of additional academic and/or behavioral supports. d. Sumter County’s “Framework for Teaching” rubric is used for evaluation purposes for all educators. 	
Associated Practice	Primary Responsibility

5.6 Priority Areas for Professional Learning Deliverables	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
---	---

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Educators complete one days of the Next Generation of Learning-focused (LFS) training, and one day of Advancement via Individual Determination (AVID) foundations, during their first year of employment, as these are district initiatives focused on research-based, high-yield instructional strategies.
- b. The AVID program is utilized at all secondary schools and three elementary schools.
- c. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- d. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- e. Schools provide school-based professional development focused on the Florida Standards.
- f. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- g. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (text book) materials, webinars, and varying websites.
- h. The district's PDC meets each semester to discuss professional development needs, the effectiveness and ineffectiveness of recent professional learning opportunities and student performance data.
- i. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise for the implementation of the Florida Standards.

Associated Practice	Primary Responsibility
---------------------	------------------------

5.7 Leadership Development	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
----------------------------	---

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- b. Schools are provided administrative interns, as part of our efforts to build leadership capacity from within. All interns have completed or are enrolled in the district's Leadership Development Program.
- c. Administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- d. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Brian Dassler Leadership Academy topics, professional development, needs assessments, and student performance data.

- e. The district provides an additional workday, 197th day, each school year to address professional development on district initiatives and the mission of creating “college and career ready students.”
- f. School administrators are provided extensive professional development through Teachscape Focus, and earn evaluator certification on Charlotte Danielson’s “A Framework for Teaching,” evaluation rubric.
- g. District and school administrators are members of the FASA and are provided the opportunity to attend the annual FASA conference.
- h. Each semester the Administrator of Professional Development attends a Professional Development Collaborative at the University of South Florida.
- i. School-based AVID coordinators are required to provide face-to-face professional development, facilitate online professional learning and complete school certification plans.
- j. School-based reading coaches/resource teachers complete schedules for targeted professional development, create an annual “Coaching Plan” based on school needs, and provide face-to-face professional learning.

Associated Practice	Primary Responsibility
5.8 Educator Preparation Programs	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Schools utilize the district Mentoring Program designed to meet the professional needs of new teachers through professional collaboration. The program provides support for the first two years of teaching consistent with FLDOE standards, including the use of course descriptions, lesson designs and student data for a MTSS, understanding the evaluation system, mentoring and observation of effective teachers, and feedback on use of the Florida Educator Accomplished Practice (FEAPS). At the conclusion of the program, formal approval resulted in demonstration of Professional Education Competence (PEC) components and eligibility for a professional teaching certificate.
- b. The district provides Clinical Educator Training (CET) annually. The training is aligned to the state model for educators who provide support to student interns and beginning-level teachers. Mentor teachers must have at least three years of experience and have a current effective or highly effective evaluation rating.
- c. The district collaborates with local colleges and universities about Teacher Preparation Programs and the placement of college interns.
- d. The district manages and monitors the completion of the District Professional Development Certification Program (DPDCP) for all Sumter County participants.

Associated Practice	Primary Responsibility
5.9 Data Deliverables	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. The district provides annual training to all educators and administrators on the use of the district’s LIIS, Performance Matters.
- b. School-based professional learning opportunities are provided on data disaggregation and the use of student performance data.
- c. Educators rated less than “Effective” work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- d. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.

<p>e. School administrators and testing and technology resource teachers complete frequent data chats with individual each teachers and/or groups of teachers to discuss formative and summative student performance results.</p> <p>f. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.</p>	
Associated Practice	Primary Responsibility
5.10 Online and Digital Professional Learning Resources	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<p>a. The district participates in statewide resource-sharing processes available through the FLDOE supported websites, FADSS, LFF, FASA, FAMS, CLAS, FCSS, FACTE, consortiums, and other national, state and district partners.</p> <p>b. School administrators are provided extensive professional development through Teachscape Focus, and earn evaluator certification on Charlotte Danielson’s “A Framework for Teaching,” evaluation rubric.</p> <p>c. Educators have been trained on and have access to the CPALMS website.</p> <p>d. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.</p> <p>e. Administrators are encouraged to use the FSL website for individualized professional learning.</p> <p>f. The district manages and monitors the completion of the DPDCP, Reading, Coaching, Gifted and ESOL endorsement coursework through online providers.</p>	
Associated Practice	Primary Responsibility
5.11 Compliance with Statutes and Rules	Practices implemented, individually and collectively, by school and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<p>a. Annual reports are completed for all federal grant projects.</p> <p>b. All Technical Assistance (TA) supports and Memorandums of Understanding (MOU) are distributed to all grant coordinators to ensure all are aware to district, state and federal expectations.</p> <p>c. “Informal” audits of all grant funded projects are completed annually, with face-to-face communication between grant coordinators and a finance assistant from the district’s office of Business and Institutional Services.</p> <p>d. The district complies with all federal and state guidelines concerning SIPs, the Professional Learning Catalog, teacher certification, Professional Development System Evaluation Protocol, District Accountability (DA), teacher and administrator evaluation, and budgeting.</p> <p>e. All school board policies including professional development are available online through BoardDocs.</p>	
Associated Practice	Primary Responsibility
5.12 Deliverables Aligned with Needs Assessments	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	

<p>a. Professional learning expenditures are created after the disaggregation of data collected from district-wide summative and formative evaluations, classroom walkthroughs, student performance outcomes, PGP, school and district needs assessments and professional development evaluations.</p> <p>b. Title II, Part A funds are used to provide all schools individual professional development budgets. School leadership teams decide how funds will be utilized, based on school specific needs in regard to the Florida Standards.</p>	
Associated Practice	Primary Responsibility
5.13 Coordinated Arrays of Professional Development Supports	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<p>a. The district provides an additional workday, 197th day, at the beginning of each school year to address professional development on district initiatives and the mission of creating “college and career ready students.”</p> <p>b. The district utilizes DBQs to support the integration of ELA and Social Studies in grades four through twelve.</p> <p>c. The district utilizes ADI to support the integration of ELA and Science in grades six through eight.</p> <p>d. The use of LFS is an expectation at all schools, in all grade levels and in all content areas. We continue to provide updates as needed to support the shift to the Florida Standards.</p> <p>e. The district participates in statewide resource-sharing processes available through the FLDOE supported websites, FADSS, LFF, FASA, FAMS, CLAS, FCSS, FACTE, consortiums, and other national, state and district partners.</p> <p>f. The district embeds days within the educators’ work year focused on professional learning relevant to student needs.</p> <p>g. An annual needs assessment is distributed, collected and reviewed by the district’s PDC.</p> <p>h. District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.</p> <p>i. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to: a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.</p> <p>j. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Leadership Academy topics, professional development, needs assessments, and student performance data.</p> <p>k. Classroom walkthroughs completed weekly with feedback including collegial conversations about student performance, instructional strategies and recommended professional development if applicable.</p> <p>l. The district provides professional development information to the public and district employees through a district internet system and website.</p>	
Associated Practice	Primary Responsibility
5.14 Deliverables Aligning Personnel Evaluation and Professional Development	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	

- a. School administrators are provided extensive professional development and earn evaluator certification through Teachscape Focus, on Charlotte Danielson’s “A Framework for Teaching,” evaluation rubric.
- b. Educators rated less than “Effective” work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- c. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- d. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- e. New educators complete an introduction to “A Framework for Teaching,” and its application to teacher evaluation in Sumter County. This training is provided prior to the start of school.

Associated Practice	Primary Responsibility
5.15 “Coaching for Improvement” Support System	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. District curriculum specialists provide school leaders and instructional coaches/resource teachers monthly professional development on the Florida Standards; they return to their respective schools and share the information through PLCs and other professional learning opportunities.
- b. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Commissioner’s Leadership Academy topics, professional development, needs assessments, and student performance data.
- c. The district participates in statewide resource-sharing processes available through the FLDOE supported websites, FADSS, LFF, FASA, FAMS, CLAS, FCSS, FACTE, consortiums, and other national, state and district partners.
- d. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- e. Administrators are encouraged to use the FSL website for individualized professional learning.
- f. The district taps the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise for the implementation of the Florida Standards.
- g. Schools utilize the district Mentoring Program designed to meet the professional needs of new educators through professional collaboration. It is based on classroom application and instructional performance. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- h. District level supervisors, curriculum specialists, directors, and grant coordinators complete classroom walkthroughs at all school sites and provide specific feedback to school administrators and teachers.
- i. New principals are assigned a mentor.

j. The district provides CET annually. The training is aligned to the state model for educators who provide support to student interns and beginning-level teachers. Mentor teachers must have at least three years of experience and have a current effective or highly effective evaluation rating.

Associated Practice	Primary Responsibility
5.16 Training and Development of Non-instructional Personnel	Practices implemented, individually and collectively, by non-instructional staff, school administrators and the Director of Professional Learning and Accountability.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
<p>a. The district provides annual training to custodial staff members, bus drivers, food service workers, secretaries and paraprofessionals focused on safety, job responsibilities, job demonstration and troubleshooting, federal regulations, team building and other needs expressed by employees.</p> <p>b. The district provides annual training to pre-kindergarten lead teachers and paraprofessionals focused on curriculum, classroom management, academic interventions and needs expressed by employees.</p> <p>c. The district provides required training for non-instructional employees that must maintain certifications for Certified Nursing Assistant (CNA), Pesticide Spraying, First-Aid, Cardiopulmonary Resuscitation (CPR), and Crisis Prevention Intervention (CPI).</p> <p>d. The district provides required annual training for non-instructional employees on Bloodborne Pathogens, Bullying Prevention, Child Abuse Reporting, Harassment Awareness, Safety, Professionalism for Employees, and Suicide Prevention.</p> <p>e. The district provides a New Employee Orientation to all new non-instructional personnel, prior to the start of the school year.</p>	

(6) Policy: The evaluation Practices of the Professional Development System

Associated Practice	Primary Responsibility
6.1 Professional Development Monitoring Team	Practices implemented, individually and collectively, by the district curriculum team and the Director of Professional Learning and Accountability.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.
- b. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Leadership Academy topics, professional development, needs assessments, and student performance data.

Associated Practice	Primary Responsibility
6.2 Evaluation of the Impact of Professional Development of Performance Improvements	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, Professional Development Council, resource teachers, district administrators and the Director of Professional Learning and Accountability.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. An annual needs assessment is distributed, collected and reviewed by the PDC.
- b. Professional development evaluations are completed for all major district initiatives.
- c. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- d. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- e. District formative and summative assessment data and summative evaluation data are disaggregated annually and used to create the district's Strategic Plan, Instructional Technology Plan, K-12 Reading Plan and multiple District Intervention Assistance Plans. All plans address needs identified in all major content areas.
- f. The discontinuation or modification of supports through professional learning is based on the disaggregation of summative evaluation data.
- g. Each school completes the annual mid-year review of its SIP.

Associated Practice	Primary Responsibility
6.3 Distribution of Responsibility for Monitoring and Evaluation of Professional Development	Practices implemented, individually and collectively, by school administrators and the Director of Professional Learning and Accountability.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Title II, Part A funds are used to provide all schools individual professional development budgets. School leadership teams decide how funds will be utilized, based on school specific needs. Fund requests are submitted and preapproved by the Coordinator of Professional Development to ensure Title II guidelines are followed.
- b. A District Contact List is distributed annually including distribution of responsibilities.
- c. District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.

- d. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Commissioner’s Leadership Academy topics, professional development, needs assessments, and student performance data.
- e. The district’s PDC meets each semester to discuss professional development needs, the effectiveness and ineffectiveness of recent professional learning opportunities and student performance data. Members serve as school liaisons to the district’s Office of Professional Development.

Associated Practice	Primary Responsibility
6.4 Individual Responsibilities on Alignment and Impact	Practices implemented, individually and collectively, by instructional staff and school administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Classroom walkthroughs completed weekly targeting domains two and three of Sumter County teacher evaluation system and LFS instructional strategies. Feedback provided to all teachers as walkthroughs are completed.
- b. School administrators and testing and technology resource teachers complete frequent data chats with individual each teachers and/or groups of teachers to discuss formative and summative student performance results.
- c. Educators rated less than “Effective” work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results.
- d. Teachers and administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities and the revision of instruction to meet student needs.

Associated Practice	Primary Responsibility
6.5 Collaborative Feedback: Collegial Processes that Engage the Entire Workforce	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. School administrators conduct weekly and monthly faculty meetings for collegial conversation focused on professional development and student performance data.
- b. District level supervisors, curriculum specialists, directors, and grant coordinators complete classroom walkthroughs at all school sites and provide specific feedback to school administrators and teachers.
- c. Classroom walkthroughs completed weekly with feedback including collegial conversations about student performance, instructional strategies and recommended professional development if applicable.
- d. Educators rated less than “Effective” work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results. Reflections and feedback include collegial conversations focused on recommended and completed professional development and student performance data.
- e. Post conferencing for the review of summative evaluation data, which includes conversations concerning completed professional development, student learning outcomes and recommendations for future professional learning opportunities.
- f. Professional development evaluations are completed for all major district initiatives.
- g. Teachers and administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.

- h. School administrators and testing and technology resource teachers complete frequent data chats with individual each teachers and/or groups of teachers to discuss formative and summative student performance results.
- i. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- j. Each school creates a SIP annually; each is a collegial process that engages the entire workforce and is based on the disaggregation of student performance data and summative evaluations.

Associated Practice	Primary Responsibility
6.6 Professional Learning Culture in the Schools	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and the Director of Professional Learning and Accountability.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results. Reflections and feedback include collegial conversations focused on recommended and completed professional development and student performance data.
- b. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- c. Professional development evaluations are completed for all major district initiatives.
- d. An annual needs assessment is distributed, collected and reviewed by the PDC.
- e. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- f. An online survey tool is used to gather "climate" information from parents and employees annually.
- g. Schools create "share drives/staff notebooks" for collegial collaboration on lesson plans and instructional resources.

Associated Practice	Primary Responsibility
6.7 Acting on Information from Reflection and Collegial Sharing	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers, district administrators and the Director of Professional Learning and Accountability.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.
- b. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Commissioner's Leadership Academy topics, professional development, needs assessments, and student performance data.
- c. School Leadership Team meetings are held weekly to discuss school needs based on educator reflections and student performance data.

- d. Reading Leadership Team meetings are held monthly to discuss professional development, student performance outcomes and needs assessments.
- e. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- f. Professional development evaluations are completed after all professional development on all major district initiatives.
- g. Educators and administrators have access to extensive online interactive professional learning opportunities for individualized professional development. These programs feature research-based content libraries, online learning communities and video capture and sharing tools. These programs include but are not limited to a comprehensive Professional Learning System, Course Management Systems, LIIS, online instructional (textbook) materials, webinars, and varying websites.
- h. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results. Reflections and feedback include collegial conversations focused on recommended and completed professional development and student performance data.
- i. The district utilizes the MTSS for students in need of additional academic and/or behavioral supports.
- j. The district's PDC meets each semester to discuss professional development needs, the effectiveness and ineffectiveness of recent professional learning opportunities and student performance data. Members serve as school liaisons to the district's Office of Professional Development.

Associated Practice	Primary Responsibility
6.8 Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. An annual needs assessment is distributed, collected and reviewed by the district's PDC.
- b. Classroom walkthroughs completed weekly with feedback including collegial conversations about student performance, instructional strategies and recommended professional development if applicable.
- c. District staff and school principals converse daily/weekly by phone and electronic mail.
- d. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results. Reflections and feedback include collegial conversations focused on recommended and completed professional development and student performance data.
- e. Classroom walkthroughs completed weekly with feedback including collegial conversations about student performance, instructional strategies and recommended professional development if applicable.
- f. District level supervisors, curriculum specialists, directors, and grant coordinators complete classroom walkthroughs at all school sites and provide specific feedback to school administrators and teachers.
- g. School administrators and testing and technology resource teachers complete frequent data chats with individual each teachers and/or groups of teachers to discuss formative and summative student performance results.
- h. Post conferencing for the review of summative evaluation data, which includes conversations concerning completed professional development, student learning outcomes and recommendations for future professional learning opportunities.

- i. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.
- j. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Brian Dassler Leadership Academy topics, professional development, needs assessments, and student performance data.
- k. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- l. School Leadership Teams meet weekly to discuss school needs based on educator reflections and student performance data.

Associated Practice	Primary Responsibility
6.9 Design Focus on Evaluating Impact	Practices implemented, individually and collectively, by instructional staff, school administrators, district curriculum team, resource teachers and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. Educators rated less than "Effective" work in collaboration with a school administrator to create a PIP based on student performance data and prior year summative evaluation results. Reflections and feedback include collegial conversations focused on recommended and completed professional development and student performance data.
- b. District level supervisors, curriculum specialists, directors, and grant coordinators complete classroom walkthroughs at all school sites and provide specific feedback to school administrators and teachers.
- c. Post conferencing for the review of formative and summative evaluation data, which includes conversations concerning completed professional development, student learning outcomes and recommendations for future professional learning opportunities.
- d. School administrators work in collaboration with a district administrator to create a PGP for DP based on student performance data and prior year summative evaluation results.
- e. Classroom walkthroughs completed weekly with feedback including collegial conversations about student performance, instructional strategies and recommended professional development.
- f. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, the utilization of the Florida Standards, increasing the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and the revision of instruction to meet student needs.

Associated Practice	Primary Responsibility
6.10 Assessment of the Capacity to Evaluate Professional Learning	Practices implemented, individually and collectively district curriculum team and district administrators.

Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.

- a. District administrators and curriculum specialists participate in weekly district curriculum meetings to discuss professional development, student performance outcomes, needs assessments and other topics related to curriculum and instruction.
- b. District and school administrators participate in monthly principal meetings focused on policies, procedures, implementation of the Florida Standards, Brian Dassler Leadership Academy topics, professional development, needs assessments, and student performance data.

Associated Practice	Primary Responsibility
---------------------	------------------------

6.11 A Framework for Evaluation of Professional Development	Practices implemented, individually and collectively, by school administrators, district curriculum team and district administrators.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
a. A discontinuation or modification of supports through professional learning is completed based on the disaggregation of data collected from district-wide summative and formative evaluations, classroom walkthroughs, student performance outcomes, PGPs, needs assessments and professional development evaluations.	
Associated Practice	Primary Responsibility
6.12 Evaluation of Fidelity of Implementation	Practices implemented, individually and collectively, by district curriculum team and the Director of Professional Learning and Accountability.
Implementation Schedule: Initiated by September 30, 2019, and a recurring annual process thereafter.	
a. A schedule of all professional learning posted on district intranet and distributed at monthly principals' meetings and through electronic mail. b. Expectations and evaluation methods are clearly defined for each major district professional development initiative.	