PROFESSIONAL LEARNING SYSTEM

School District of
Sumter County
2023-24

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I. Professional Learning System Overview and Development

A. Overview of the Professional Learning System

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

The Professional Learning System for Sumter County Schools is designed to implement the requirements and the intent of Florida Statute. The Professional Learning Department coordinates this system. It has been developed with parents, teachers and administrators in the district and the Florida Department of Education. The intent of the system is to provide state-of-the-art professional learning to deepen the knowledge and skills of all Sumter County personnel and stakeholders and to motivate them to become lifelong learners. Professional learning 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.

B. Collaborative Partnerships and Consultation

1. Collaborative Partnerships List

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

Stakeholder Group	Position Title and Affiliation	Method of Engagement
Principals	Elementary and Secondary Principals	Interview/Survey
Teachers	All Elementary and Secondary Teachers	Survey
District Leaders	District Curriculum Team	Interview
Parents	School Advisory Council (SAC)	SAC Meeting
Community	School Advisory Council (SAC)	SAC Meeting
Instructional Leaders	Elementary and Secondary Instructional Leaders	Interview/Survey

2. Consultation Process

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

All teachers in the district are given the opportunity to conduct an online professional learning survey. The Supervisor of Professional Learning meets with principals and instructional leaders from both the elementary and secondary schools in the district to gain input for the development of the Professional Learning System.

The system is designed to align and link professional learning with student and instructional personnel needs to be 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, Cognia accreditation guidelines, 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 draft of the Professional Learning System is presented to each SAC to ensure parent and community representative perspectives are captured.

II. Core Professional Learning System Components

A. Professional Learning System Requirements

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

1. Professional Learning System

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

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

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

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

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

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

☐ Pursuant to s. 1012.98 (4)(b)9., F.S., in evaluating the professional learning system, the district will consider the impact of the professional learning programs and activities on the performance of participating educators and their students' achievement and behavior.

☐ Pursuant to s. 1012.98 (4)(b)1., F.S., any substantial revisions to the system will be submitted to the department for review for continued approval.

2. Professional Learning Funding

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

3. Professional Learning Plans

☐ Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning system provides that schools establish and maintain school-based professional learning plans and school improvement plans.

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

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

4. Professional Learning Catalog

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

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

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

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

5. Professional Learning Programs and Activities

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

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

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

☐ Pursuant to s. 1003.42(3), F.S., the professional learning system is consistent with and fosters the following principles of individual freedom:
- No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
- No race is inherently superior to another race;
- No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
- Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
- A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
- A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
- These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.

a. School Administrator

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

b. Instructional Personnel

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

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

c. Non-District Instructional Personnel

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

d. Reading Instruction and Personnel

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

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

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

e. Middle Grades Instruction and Personnel

☐ Pursuant to s. 1012.98(4)(b)10., F.S., the professional learning system provides middle grades instructional personnel and school administrators with professional learning that emphasizes:
- Interdisciplinary planning, collaboration, and instruction;

- Alignment of curriculum and instructional materials to the state academic standards; and
- Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

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

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

f. Professional Development Certification and Education Competency Programs

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

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

g. School Improvement Plans

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

B. Professional Learning Organizational Structure

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

Professional learning is a shared responsibility of all stakeholders. The district curriculum team meets twice a month to discuss progress, create plans to address goals, and implement next steps in achieving educational goals. The Supervisor of Professional Learning works with the curriculum team and schools to coordinate training. Principals and instructional leaders plan, create, implement, and assess progress and discuss with curriculum leaders.
Professional learning is provided in a variety of ways. District trainers hold training throughout the year, opportunities to attend conferences, training online that provide additional flexibility, and school-based learning is provided as well.

C. Professional Learning Roles and Responsibilities

1. District-Based Roles

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

The Supervisor of Professional Learning is the district-based position responsible for the different aspects of professional learning. The supervisor is responsible for coordinating with district staff and school-based staff to implement plans to address the needs. The supervisor supports the professional learning operation by overseeing the professional learning registration and tracking inservice points for recertification. This supervisor facilitates the evaluation of professional learning programs.

2. School-Based Roles

Prompt 6. Identify the school-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., instructional personnel, instructional coaches, school leadership team, and school administrators) and briefly describe their roles related to professional learning.

The primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning at the school level is the principal. They work with assistant principals and instructional leaders to plan for professional learning at the school level, including school-wide professional learning, grade level or department professional learning communities (PLCs), and individual professional learning plans. They provide learning opportunities outside of the classroom through PLCs, book studies and workshops, and

professional learning opportunities in the classroom, including coaching, peer observation with feedback, and informal observations with feedback. The school teams evaluate professional learning programs at the school level by analyzing data to determine whether to expand, modify, or suspend a program.

D. Professional Learning for Continual Growth

1. System of Professional Learning for Instructional Personnel

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

In Sumter County, we believe in developing our own leaders. It starts with our New Teacher Induction program, which provides five full days of training on the core fundamentals to be successful in Sumter County. Topics range from the Multi-Tiered Systems of Support (MTSS), Exceptional Student Education (ESE) 101, classroom management, instructional technology, Danielson's Frameworks for Teaching, Learning Focused Solutions (LFS) and Advancement via Individual Determination (AVID) strategies. For teacher in year's one through four, we offer five, half-day, in-person trainings and five, half-days of self-development training. The in-person training dives deeper into curricular planning, interventions, LFS and AVID. The self-development training varies depending on the needs of the educator. Sumter County also offers Level I and Level II programs for those interested in becoming administrators. For those who are not interested in administration, we provide other opportunities to become instructional leaders such as instructional coaches and resource teachers, grade or department chairpersons, PLC facilitators, facilitators/presenters for professional learning activities, mentoring, and academic interventionists.

2. System of Professional Learning for School Administrators

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

Sumter County offers a Level I, Educational Leadership program to any teacher who has completed a master's program and three successful years in Sumter County. Successful completion of the Level I program opens the opportunity to our Level II program and/or administrative positions. Only those in an administrative intern positions may participate in the Level II program. Our experienced administrators are provided opportunities for continual development through district-based training, conferences and leadership development programs throughout the state.

III. Professional Learning Standards Implementation

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

Domain 0: Foundation

Standard 0.1: Leadership

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

Standard Implementation

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

The district implements the Leadership standard by understanding the connection between professional learning and student outcomes. The district analyzes student achievement to determine improvement needs, then plans and implements professional learning to impact the curriculum, instruction, assessment, and leadership processes to impact student outcomes positively. The district sets high expectations for all students to receive an excellent education in all subject areas daily. This connection and expectation is clearly advocated and communicated by the district in the planning and implementing of professional learning that is directly linked to increasing educator instructional skills, therefore increasing student learning. Resources are allocated and distributed to accomplish goals and create and align policies and guidelines to ensure and monitor the implementation and evaluation of professional learning.

Domain 1: Needs Assessment and Planning

Standard 1.1 Professional Learning Needs

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

Standard Implementation

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

Sumter County is continually analyzing formative and summative data to identify root causes of student and educator underperformance and make professional learning decisions. Our data sources include:
- State Assessments;
- Local Assessments;
- i-Ready Data;
- Writing Data;
- School-Based Walkthrough Data;
- District Walkthrough Data; and
- MTSS Data.

Based on the information schools and district work to provide resources to support the needs of the students, teachers, and administrators.

Standard 1.2: Professional Learning Resources

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

Standard Implementation

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

Sumter County utilizes the data collected to allocate resources to each school. Data is reviewed, a plan is made, and then coordinated with schools. Continually throughout the year, progress is monitored and adjustments are made to meet the needs of the schools.

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

Platform or Program	Use(s)
Microsoft Products	Virtual Collaboration
Simple K12	Virtual Training
TRACK & Skyward	Tracking In-service Credit
CANVAS	On Demand Training

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

School Year	Primary Funding Sources	Amount Allocated for PL	Total District Operating Budget	% of Total Budget
22-23	All Primary Sources			
	General Fund	855,853	96,782,858	0.88%
	Special Revenue	694,774	20,089,116	3.46%
	Title I, Part A	535,491	3,860,335	13.87%
	Title II	335,025	335,025	100%
21-22	All Primary Sources			
	General Fund	757,960	92,077,682	0.82%
	Special Revenue	1,380,395	12,477,252	11.06%
	Title I, Part A	294,803	526,493	56%
	Title II	526,493	526,493	100%
20-21	All Primary Sources			
	General Fund	859,457	90,297,352	0.95%
	Special Revenue	577,411	7,095,269	8.13%
	Title I, Part A	148,654	2,395,951	6.2%
	Title II	456,834	456,834	100%

Domain 2: Learning

Standard 2.1: Learning Outcomes

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

Standard Implementation

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

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

Standard 2.2: Learning Designs

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

Standard Implementation

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

The 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 ingrained as a way of work for all teachers and administrators and the culture in every school. The AVID program is utilized at all secondary schools and five elementary schools. Sumter County's "Framework for Teaching" rubric supports teacher growth through walkthroughs and observations.

Domain 3: Implementing

Standard 3.1: Implementation of Learning

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

Standard Implementation

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

District curriculum specialists provide school leaders and instructional coaches/resource teachers monthly professional learning activities focused on the standards; they return to their respective schools and share the information through PLCs and other professional learning opportunities. Educators and school administrators participate in multiple PLCs focused on high-yield instructional strategies, utilizing the Florida Standards to increase the rigor of assignments, student performance outcomes, completed and desired professional learning opportunities, and revising instruction to meet student needs. Administrators and coaches provide feedback with walkthroughs.

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning

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

Standard Implementation

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

Decisions about future professional learning is completed based on the utilization of data collected from district-wide summative and formative evaluations, classroom walkthroughs, student performance outcomes, assessments, Professional Development Council (PDC) recommendations and professional development evaluations. 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, and K-12 Reading Plan.