



PROFESSIONAL LEARNING SYSTEM

School District of
[District Name] County

Table of Contents

I. Professional Learning System Overview and Development..... 1

Overview of the Professional Learning System (Prompt 1) 1
Collaborative Partnerships and Consultation (Prompts 2 and 3)..... 1

II. Core Professional Learning System Components 2

Professional Learning System Requirements (Assurances)..... 2
Professional Learning Organizational Structure (Prompt 4) 8
Professional Learning Roles and Responsibilities (Prompts 5 and 6)..... 8
Professional Learning for Continual Growth (Prompts 7 and 8) 9

III. Professional Learning Standards Implementation..... 10

Domain 0: Foundation

Standard 0.1: Leadership (Prompt 9)..... 10

Domain 1: Needs Assessment and Planning

Standard 1.1: Professional Learning Needs (Prompt 10)..... 10
Standard 1.2: Professional Learning Resources (Prompts 11, 12, and 13)..... 11

Domain 2: Learning

Standard 2.1: Learning Outcomes (Prompt 14) 12
Standard 2.2: Learning Designs (Prompt 15) 13

Domain 3: Implementing

Standard 3.1: Implementation of Learning (Prompt 16) 13

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning (Prompt 17)..... 14

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. This overview must include the district’s professional learning mission and vision.

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

2. Consultation Process

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

II. Core Professional Learning System Components

A. Professional Learning System Requirements

The following professional learning system requirements are established in sections (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Learning 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(5)(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(5)(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(5)(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(6), 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(5)(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(5)(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(5)(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(5)(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(6), 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(5)(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(5)(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(5)(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(5)(b)5., F.S., the professional learning system includes a catalog of professional learning activities for all district employees from all funding sources, created in accordance with Rule 6A-5.071, Florida Administrative Code.
- Pursuant to s. 1012.98(5)(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(5)(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(5)(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), F.S., the professional learning system provides inservice activities linked to student learning and professional growth for instructional and administrative staff that meet all of the criteria for effective professional learning set forth in paragraphs (a)-(j).
- Pursuant to s. 1012.98(4)(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(5)(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(5)(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.
- Pursuant to s. 1012.98(10), F.S., if the professional learning system provides professional learning activities by an independent contractor, it must meet the criteria for training linked to student learning or professional growth established in s. 1012.98(3)(a)-(j), F.S.
- Pursuant to s. 1012.98(10), F.S., if the professional learning system provides for the use of professional learning the contractors must have three or more years of experience providing professional learning with demonstrative success in instructional or school administrator growth.

a. School Administrator

- Pursuant to s. 1012.98(5)(b)6., F.S., the professional learning system provides professional learning activities for school administrative personnel, aligned to the state’s educational leadership standards found in Rule 6A-5.080, Florida Administrative Code (F.A.C.), that address the updated skills necessary for instructional leadership and effective school management.
- Pursuant to s. 1012.98(5)(b)10., F.S., the professional learning system provides all 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(4)(d), F.S., the professional learning system provides all school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

b. Instructional Personnel

- Pursuant to s. 1012.98(4)(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(5)(b)10., F.S., the professional learning system provides all 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(4)(d), F.S., the professional learning system provides all grades instructional personnel with the knowledge, skills, and best practices necessary to support excellence in classroom instruction.
- Pursuant to s. 1012.98(5)(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.

- Pursuant to s. 1012.98(5)(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(6), 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(5)(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(5)(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(5)(b)11., F.S., the professional learning system provides that training for teaching foundational skills is based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for teaching word reading. Instructional strategies included in the training does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
- Pursuant to s. 1012.98(10), F.S., the professional learning system provides that contracted training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Contracted training does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

- Pursuant to s. 1012.98(54)(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 found in Rule 6A-4.0051, F.A.C.

e. Middle Grades Instruction and Personnel

- Pursuant to s. 1012.98(54)(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 Learning Development Certification and Education Competency Programs

- Pursuant to s. 1012.98(5)(b)4., F.S., the professional learning system provides professional learning and support targeted to individual needs of new teachers participating in the professional learning certification and education competency program under s. 1012.56(8)(a), F.S.
- Pursuant to s. 1012.98(43)(e), F.S., the professional learning system provides professional learning to teacher mentors as part of the professional learning certification 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(43)(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. Provide details on how the responsibilities for professional learning are distributed, the landscape (where the professional learning department is housed within the district) of the professional learning organization and how long the system has been established.

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.

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.

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. Identify the programs that support each category of teacher (e.g., novice, advanced novice and expert teachers). Describe consortium/professional learning organizations input.

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. Identify the programs that support each category of instructional leader and school administrator. Describe consortium and professional learning organizations’ input.

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.

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.

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.

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)
[Add More Rows As Needed]	

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
	All Primary Sources			
	General Fund			
	Special Revenue			
	Title I, Part A			
	Title II			
	[Add More Rows As Needed]			

	All Primary Sources			
	General Fund			
	Special Revenue			
	Title I, Part A			
	Title II			
	[Add More Rows As Needed]			
	All Primary Sources			
	General Fund			
	Special Revenue			
	Title I, Part A			
	Title II			
	[Add More Rows As Needed]			

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.

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.

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.

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.