MASTER PLAN

Teacher Professional Learning and Growth

Teacher Preparation
2022

Chief: Saemone Hollingsworth, Office of Academics
Director: Angela Brown, Coaching and Induction
Contact(s): Pamela Voss, Supervisor, Teacher Professional Learning and Growth
Course Group Number: 39001327

"Teachers entering the teaching profession in Florida are privileged to be a part of the exciting shift to improve education in our state. The prize for all educators is at the end of the rainbow when we graduate students who are better equipped with not only survival skills, but higher‑level thinking and technological skills needed to compete globally." ‑ **High Impact Teacher in Broward County**

Purpose

There is an underlying connection between teacher preparation, quality teaching, and student success. Teachers, in their first year of being in the classroom, experience a significant number of situations that contribute to their personal satisfaction with the quality of their teaching experience.

The Master Plan is designed to prepare teachers for the rigor of today's classroom, closely aligned, and regulated by the Florida Department of Education and U.S. Department of Education to ensure that new teachers have the skills and knowledge to succeed. **Florida Statue 1004.04(5)(b)(1)** supports a) effectiveness and retention of new teachers b) new educators with a temporary teaching certificate c) developing teachers at all levels of professional growth included in the formative process model d) ensuring every new teacher entering the district attends the New Teacher Academy blended model of which all are closely aligned to professional learning, coaching, co-teaching, mentoring, face-to-face and online facilitation, field experience, network and support e) completion of the course by teachers assigned to co-teaching/team-teaching which will satisfy 1003.03(5)(b)(4) FS.

Needs Assessment

The attrition rate for new teachers continues to be an area of concern. Alternative routes, pre-service, and in-service teacher preparation programs have been created and designed specially to meet the needs of prospective teachers, who come from an alternative path, other careers, and with considerable life experiences.

Among the common goals of such programs are: improving teaching performance; increasing the retention of promising new teachers; promoting the personal and professional well-being of new teachers; satisfying mandated requirements for induction and/or licensure; and trends and issues to inform practices and policies relevant to recruitment, preparation, certification, support, assessment, and retention of high-performing educators.

Data

The *2018-2019 Strategic Plan Annual Outcomes Report*, prepared by The Office of Strategic Initiative Management (SIM), yielded the following findings:

- Percentage of teachers retained in employment with BCPS five years after hired at 56%, with a target of 66% by 2024.
- Colleges of Education - the main instructional staffing pipeline - are in decline with fewer students seeking teaching careers.
- Between 25-30% of new BCPS teachers are career changers who need more formal onboarding.
- Lack of pedagogical support and few career-path incentives are leading drivers of attrition.

According to Broward County Public Schools, *Teacher Retention Data*, prepared by the Employee Evaluations Department (2018):

- In 2016-2017, 561 teachers as compared to 450 teachers in 2015-2016, compared to 319 teachers in 2014-2015, were hired with an alternative certification, representing an increase of 23% to 30% of our new educators in Broward. Most require content, early literacy, pedagogy, and standards and shifts (CEPSS), of which 12% of the teachers mentioned above resigned during or at the end of 2016-2017.
- In 2015-2016, 17% resigned and in 2014-2015, 27% resigned. Therefore, the school district lost a total of 223 new teachers on a temporary teaching certificate due to resignations or certification issues, during or at the end of 2016-2017.
- In 2014-2015, 152 were non-reappointed due to certification issues. This is a total of 550 teachers lost over three years.

This data indicates a need to offer and diversify our professional development offerings using other modalities, i.e., virtual, online (canvas), and blended, in addition to face-to-face support. Central to this survey data paired with our most recent BCPS teacher exit survey data continues to illustrate additional challenges related to a "lack of teacher support" (53%), followed by "relocation" (32.5%) and "salary" (19.5%).

The Department of Teacher Professional Learning and Growth will utilize the Desired Outcomes and Performance Indicators to monitor the progress and effectiveness of the professional learning provided throughout the school year.

Desired Outcomes and Performance Indicators

1.0 Cooperating Teachers

1.1 Desired Outcome: Participant demonstrates mastery of professional learning content knowledge, skills, strategies and outcomes to improve instructional practice and delivery aligned to standards, student growth and achievement.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Has not **demonstrated** any level of professional learning.	**Demonstrates** a **foundational level** of professional learning content knowledge, skills, and strategies.	**Demonstrates** a **proficient level** of professional learning content knowledge, skills, strategies and outcomes to improve instructional practice and delivery aligned to standards, student growth and achievement.	**Demonstrates mastery** of professional learning content knowledge, skills, strategies and outcomes to improve instructional practice and delivery aligned to standards, student growth and achievement.

1.2 Desired Outcome: Participant exemplary implements professional learning content knowledge, skills, strategies and outcomes to improve instructional practice and delivery aligned to standards, student growth and achievement.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated **implementation**.	**Inconsistent implementation** of professional learning content knowledge, skills, and strategies.	**Effective Implementation** of professional learning content knowledge, skills, strategies and outcomes to improve instructional practice and delivery aligned to standards and student growth and achievement.	**Exemplary implementation** of professional learning content knowledge, skills, strategies and outcomes to expand instructional practices and delivery aligned to standards to promote student growth and achievement across all levels.

1.3 Desired Outcome: Participant assesses and evaluates student performance outcomes to inform instruction and ensure student growth.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
No evidence.	**Foundational evidence** of assessing and evaluating student performance outcomes.	**Demonstrates evidence** of assessing and evaluating student performance outcomes to inform instruction and ensure student growth.	**Strong evidence** of assessing and evaluating student performance outcomes to inform instruction and ensure student growth.

Data Collection Plan: Cooperating Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	• Participant survey and attendance through PD Management System	Quarterly	• Staff Developers • Induction Coaches
2. Participants' Learning	• Embedded assessments (formative/summative)	Quarterly	• Staff Developers • Induction Coaches
3. Organizational Supports	• District records of follow-up support provided to participants	Ongoing Collection & Review	• Staff Developers • Induction Coaches • District Program Administrators
4. Participants' Practice	• Retention Rate • Teacher Evaluation Results • Placement Reports	Ongoing Data Collection, Review, Assessment	• Staff Developers • Induction Coaches • District Program Administrators
5. Student Outcomes	• Student Performance on Statewide Assessments • Student Performance by Subgroup • District Assessment • Classroom Assessments • Student Artifacts	Ongoing Annual	• Staff Developers • Induction Coaches • District Program Administrators

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	Attendance and Feedback in LAB	Attendance and Feedback summary
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	Embedded Assessments	Summary of Embedded Assessments
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	District Records of Follow-up Support	Summary of Support Logs
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	Placement Reports Teacher Evaluation Results	Retention Rate
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	Classroom Assessments Student Artifacts	Student Performance on Statewide Assessments Student Performance by Subgroup District Assessment