

WHAT IS PROFESSIONAL DEVELOPMENT?

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[PURPOSE/FUNCTION](#)
[PROFESSIONAL DEVELOPMENT DEFINED](#)
[PROFESSIONAL DEVELOPMENT PROTOCOL](#)
[EXAMPLES AND NON-EXAMPLES OF PROFESSIONAL DEVELOPMENT](#)
[DELIVERY METHODS](#)
[ACADEMIC INTEGRITY POLICY](#)

PURPOSE/FUNCTION

Pursuant to Florida Statute 1012.98, the purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development is aligned to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council and the Florida Professional Development Evaluation Protocol System.

The Professional Development Department, established by the Sarasota County School Board, operates in accordance with Florida Statutes. In-service activities are aligned with student and personnel needs as determined by school improvement plans, annual school reports, student achievement data, performance appraisal data, certification, SC/TA contract language and staff input.

PROFESSIONAL DEVELOPMENT DEFINED

Professional development is described as training designed to enhance the professional knowledge, skills and behaviors of school and district staff so that they will, in turn, improve the student learning environment.

Professional development delivers rigorous, research-based, field-tested learning experiences, programs, and resources for teachers, administrators, and support personnel in order to increase student achievement and their learning environment. Professional development is a set of on-going related resources and professional learning activities directed toward professional growth. Planned coherent actions and support systems are designed and implemented to develop the educator's knowledge, skills, and behaviors to improve student achievement.

Alignment – Professional development must be aligned to one or more of these categories:

- Present certification area or job function
- School Improvement Plan (SIP)
- Individual Professional Development Plan (IPDP)
- Educator Accomplished Practices/Florida Statute 1012.98 (4) (b) 3:
 - ✓ Assessment
 - ✓ Learning Environments
 - ✓ Communication
 - ✓ Critical Thinking
 - ✓ Parent Involvement
 - ✓ Research-based Instructional Strategies
 - ✓ Diversity
 - ✓ Continuous Improvement
 - ✓ Ethics
 - ✓ Classroom Management
 - ✓ School Safety
 - ✓ Integrated Technology
 - ✓ Knowledge of Subject Content
 - ✓ Role of the Teacher
 - ✓ Human Development and Learning

Formal training *must* include all four components of the Professional Development Evaluation Protocol System (i.e. planning, delivery, follow-up, and evaluation) in order for a participant to receive in-service credit.

PROFESSIONAL DEVELOPMENT EVALUATION PROTOCOL

The 2000 Legislature enacted legislation to improve the quality of professional development for Florida educators. The 2006 Legislature required the Department of Education to establish a coordinated system of professional development. You may access an overview of this Professional Development Evaluation Protocol at <http://www.fldoe.org/profdev/pdf/1protocoloverview.pdf>

EXAMPLES AND NON-EXAMPLES OF PROFESSIONAL DEVELOPMENT

Professional Development	Not Professional Development
Facilitator Training for Collaborative Planning Workshop	Teachers <u>meeting</u> in collaborative planning group
Collaborative planning/SLC/PLC <u>training</u> that identifies new approaches, studies effectiveness of new practices, or develops new knowledge and skills.	Collaborative planning/SLC/PLC <u>meetings</u> that focus on logistics of planning for instruction and discussing student needs.
Research-based instructional strategies (e.g. Cooperative Learning, Differentiated Instruction, Classroom Instruction That Works, Classroom Management, etc.)	Low level content classes (e.g. basic grammar class)
District/state-sponsored online courses including coursework that leads to state-approved industry certifications.	Online self-paced tutorials
Facilitator-led training	Staff meetings/orientations (e.g. faculty or council meetings, PRIDE, new employee or substitute teacher orientation)
Facilitated pre-approved study group with follow-up and evaluation after implementation in classroom.	Independent reading/study; travel; classroom visits; or program design
Courses taken in response to a performance improvement plan	Courses taken as a result of discipline requirement
Training in curriculum mapping/writing	Curriculum mapping/writing
Training in lesson/unit planning and development	Lesson/unit planning and development
Training in assessment, creating tests	Assessing student data, creating tests

Ask yourself these questions:

- Is the primary purpose of the *training* to further participant knowledge, skills, and behaviors? If so, it is professional development.

- Is the primary purpose of the *activity* to address student understanding/needs/achievement (e.g. writing curriculum, lesson plans, etc.)?
If so, it is not professional development.
- Is it a meeting, brainstorming session, or sharing of materials?
If so, it is not professional development. Only formal training is professional development.
- Does the essential content and specific purpose of the training fit into the stated objective of a component from the [Sarasota Master In-service Plan](#)?
All professional development must be aligned to a component.

DELIVERY METHODS

Professional Development In-Service credit can be earned through:

School-sponsored training	Local/regional workshops
District-sponsored training	Study Groups (pre-approved by administrator)
State-sponsored training	Courses from an accredited college/university
Professional conferences	Approved district/state online courses
	Approved out-of-district online courses

ACADEMIC INTEGRITY POLICY

The School Board of Sarasota County strongly believes that academic honesty must be practiced by all employees. Cheating is defined by Sarasota County Schools as “the inappropriate and deliberate distribution or use of information, notes and materials, work of another person or the unauthorized use of technology devices in the completion of an academic assessment or assignment.” Employees are expected to demonstrate honesty and integrity at all times. Each employee is expected to do his or her own work, except where collaboration is permitted by the instructor. This includes test-taking, homework, class assignments and the original creation of written work and research. There is no distinction between giving and receiving unauthorized help; one who helps another to cheat is as guilty as one who benefits from cheating. All work submitted by the employee should be a true reflection of that employee’s own effort and ability. Violation of this policy may result in academic/professional consequences.