# Network Vision

To build a collaborative learning community that empowers educational leaders across Florida to grow, innovate, and share expertise.

# *FEPLN Mission Statement*

Amplify educator voices through collaborative partnerships to strengthen preparation programs, leadership pipelines, and professional learning opportunities for educators.

# FEPLN Meeting Logistics and Professional Learning Norms

1st Wednesday of each month at 1pm via Zoom

Participation of all members on the call

Active listening

Respect for all perspectives

# Today's Agenda

- Welcome and Logistics
- *Elevating School-Based Professional Learning: Enhancing Teacher Collaboration and Development Practices*
- Breakout Discussion and Debrief
- FDOE Q&A
- Session Feedback
- What to Expect Next
- Optimistic Closure

# Welcoming Ritual

<u>Drop in the chat:</u>

- If you could spend the holidays anywhere in the world, where would you go?

*Elevating School-Based Professional Learning: Enhancing Teacher Collaboration and Development Practices*

*Dr. Milagros Gonzalez & Dr. Regina Wimberly*
*Miami-Dade County Schools*

# Elevating School-Based Professional Learning

ENHANCING TEACHER COLLABORATION AND DEVELOPMENT PRACTICES

# Objectives

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- Highlight the strategic role of PLSTs in driving district-wide instructional improvement.

- Demonstrate alignment with state professional learning standards and district frameworks.

- Showcase evidence of impact

# Understanding PLST

# The Why



TEACHER LEADERS
ACCELERATE EXCELLENCE

# What is a Professional Learning Support Team (PLST)?

**Supporting Professional Growth**

PLSTs focus on enhancing educators' skills through tailored professional learning aligned with school needs.

**Promoting Educator Collaboration**

PLST promotes teamwork among educators to share best practices and improve teaching strategies.

**Empowering Teacher Leaders**

PLST empowers teacher leaders to guide professional development and influence positive change.

**Continuous Improvement Culture**

PLST fosters ongoing professional learning as a sustained process aligned with instructional goals.
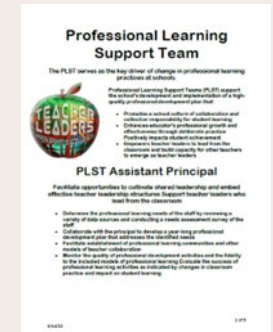
Professional Learning Support Teams (PLSTs)

New and Early Career Teacher Support
*Lead mentors & support new teachers*

Professional Learning & Growth Leader
*Lead school-based professional learning*

Assistant Principal
**Provide support and guidance**

Digital Innovation Leader
*Lead technology integration in classroom instruction*

Instructional Coach or Content Expert
*Lead Teacher Driven Observations*

Promoting a Culture of Collaboration & Collective Responsibility for Student Learning

# The Five Members of PLST

- Assistant Principal - Leadership

- Professional Learning and Growth Leader

- Lead Mentor - New Teacher Support

- Digital Innovator

- Instructional Coach Expertise

# The Role of Your PLST

| Professional Learning and Growth Leader | New and Early Career Teacher Leader | Digital Innovator | Instructional Coach/Content Expert | Assistant Principal |
|---|---|---|---|---|
| • Coordinates, monitors, and supports the fidelity of implementation in the professional learning opportunities offered to teachers in support of teaching and learning. | • Coordinates, monitors, and supports the fidelity of implementation in the mentoring and induction program provided to new and early career teachers in support of teaching and learning. | • Coordinates, monitors, and supports the fidelity of implementation of a range of digital innovation tools used in the District in support of teaching and learning. | • Coordinates, monitors and supports the fidelity of implementation of a range of instructional coaching practices to positively and effectively impact student achievement and teacher effectiveness. | •Facilitate opportunities to cultivate shared leadership and embed effective teacher leadership structures Support teacher leaders who lead from the classroom |

# "Look-Fors"
## *What duties would you see each PLST member carrying out in their role?*

| Professional Learning and Growth Leader | New and Early Career Teacher Leader | Digital Innovator | Instructional Coach | **Assistant Principal** |
| --- | --- | --- | --- | --- |
| | | | | |

1. Each group will write one "look-for" under each role listed on the Padlet.
2. We will return to the main room once all teams complete this process (5 minutes)

3. Each group is assigned a different section of the Padlet
4. We will return to the breakout room
5. Each group reviews all responses and then identifies the top 3-4 behaviors that promote staff development and student achievement. (5 minutes)

# Impact and Framework for Professional Learning

# Measurable Results and Systemic Change



### Teacher Leadership Growth

PLST implementation significantly increases teacher leadership capacity and strengthens collaboration culture within schools.

### Improved Professional Learning Fidelity

Implementation ensures fidelity to professional learning frameworks, making development efforts more purposeful and effective.

### Measurable Student and Teacher Outcomes

Schools report increased teacher retention and alignment between professional development goals and student achievement data.

### Catalyst for Systemic Change

PLSTs drive sustainable, continuous improvement models across districts beyond structural changes alone.

# The Framework for Effective Professional Learning (FEPL)

## Core Components of FEPL

FEPL outlines eight essential components that define high-quality professional learning and development.

## Purpose and Impact

The framework guides the design and evaluation of initiatives to improve educator practices and student outcomes.

## Comprehensive and Actionable Learning

Incorporating FEPL elements ensures professional learning is thorough and fosters continuous educator growth.
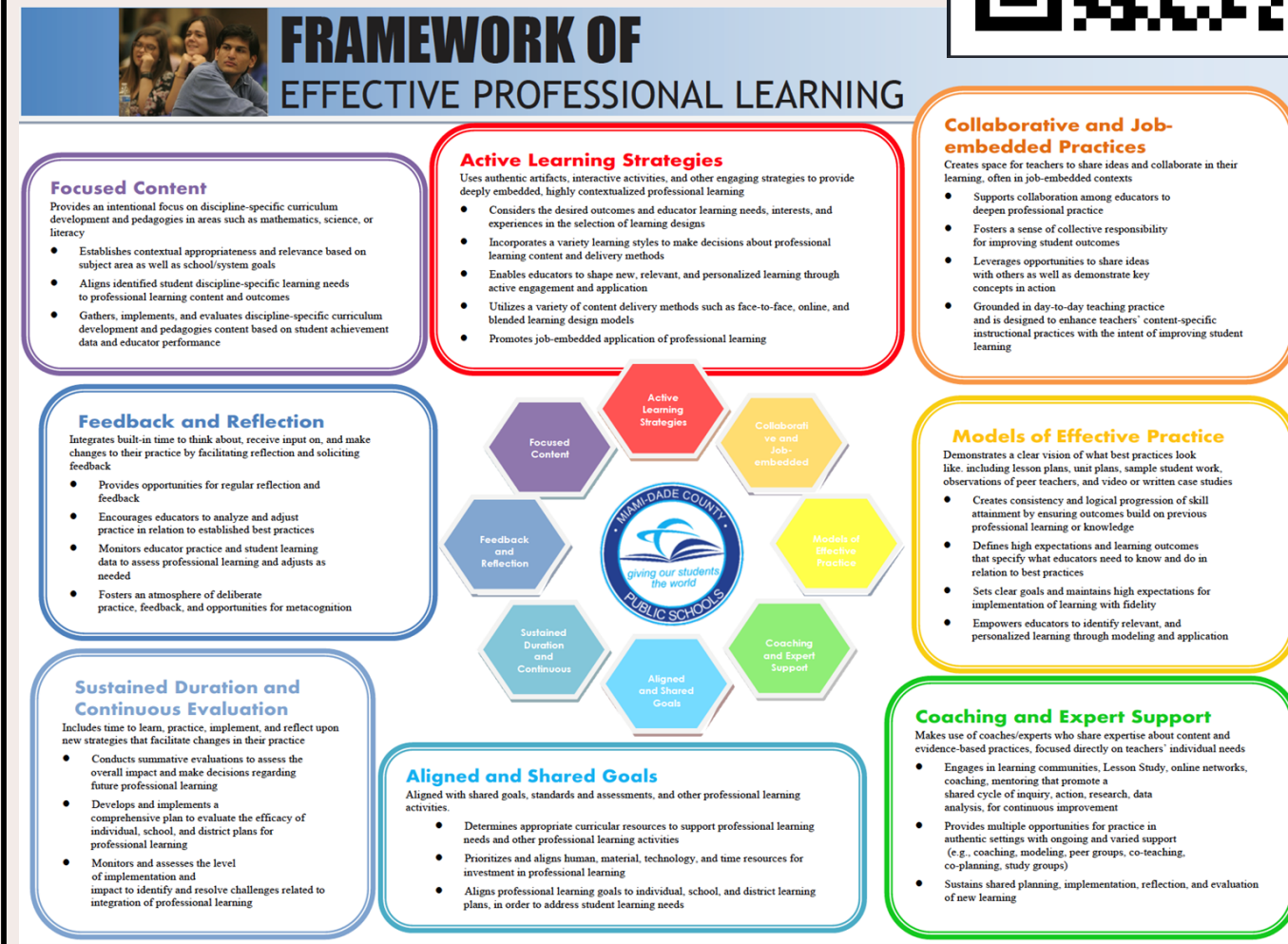
# Breakout Room Discussion

Round 1- Highlight key words 3 minutes

- Whole Group - 2 minutes share out

Round 2- Synthesize information and put in your own words 5 minutes

- Whole Group - 2 minutes share out

Round 3- What would this type of PD look like? 5 minutes

- Whole Group- 3 minutes share out

# FRAMEWORK OF
## EFFECTIVE PROFESSIONAL LEARNING

**1**

### Focused Content

Provides an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy

- Establishes contextual appropriateness and relevance based on subject area as well as school/system goals
- Aligns identified student discipline-specific learning needs to professional learning content and outcomes
- Gathers, implements, and evaluates discipline-specific curriculum development and pedagogies content based on student achievement data and educator performance

**4**

### Active Learning Strategies

Uses authentic artifacts, interactive activities, and other engaging strategies to provide deeply embedded, highly contextualized professional learning

- Considers the desired outcomes and educator learning needs, interests, and experiences in the selection of learning designs
- Incorporates a variety learning styles to make decisions about professional learning content and delivery methods
- Enables educators to shape new, relevant, and personalized learning through active engagement and application
- Utilizes a variety of content delivery methods such as face-to-face, online, and blended learning design models
- Promotes job-embedded application of professional learning

**6**

### Collaborative and Job-embedded Practices

Creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts

- Supports collaboration among educators to deepen professional practice
- Fosters a sense of collective responsibility for improving student outcomes
- Leverages opportunities to share ideas with others as well as demonstrate key concepts in action
- Grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning

**2**

### Feedback and Reflection

Integrates built-in time to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback

- Provides opportunities for regular reflection and feedback
- Encourages educators to analyze and adjust practice in relation to established best practices
- Monitors educator practice and student learning data to assess professional learning and adjusts as needed
- Fosters an atmosphere of deliberate practice, feedback, and opportunities for metacognition

**7**

### Models of Effective Practice

Demonstrates a clear vision of what best practices look like, including lesson plans, unit plans, sample student work, observations of peer teachers, and video or written case studies

- Creates consistency and logical progression of skill attainment by ensuring outcomes build on previous professional learning or knowledge
- Defines high expectations and learning outcomes that specify what educators need to know and do in relation to best practices
- Sets clear goals and maintains high expectations for implementation of learning with fidelity
- Empowers educators to identify relevant, and personalized learning through modeling and application

**3**

### Sustained Duration and Continuous Evaluation

Includes time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice

- Conducts summative evaluations to assess the overall impact and make decisions regarding future professional learning
- Develops and implements a comprehensive plan to evaluate the efficacy of individual, school, and district plans for professional learning
- Monitors and assesses the level of implementation and impact to identify and resolve challenges related to integration of professional learning

**5**

### Aligned and Shared Goals

Aligned with shared goals, standards and assessments, and other professional learning activities.

- Determines appropriate curricular resources to support professional learning needs and other professional learning activities
- Prioritizes and aligns human, material, technology, and time resources for investment in professional learning
- Aligns professional learning goals to individual, school, and district learning plans, in order to address student learning needs

**8**

### Coaching and Expert Support

Makes use of coaches/experts who share expertise about content and evidence-based practices, focused directly on teachers' individual needs

- Engages in learning communities, Lesson Study, online networks, coaching, mentoring that promote a shared cycle of inquiry, action, research, data analysis, for continuous improvement
- Provides multiple opportunities for practice in authentic settings with ongoing and varied support (e.g., coaching, modeling, peer groups, co-teaching, co-planning, study groups)
- Sustains shared planning, implementation, reflection, and evaluation of new learning

MIAMI-DADE COUNTY
giving our students the world
PUBLIC SCHOOLS

Active Learning Strategies

Collaborative and Job-embedded

Focused Content

Feedback and Reflection

Models of Effective Practice

Sustained Duration and Continuous

Aligned and Shared Goals

Coaching and Expert Support

# Discussion

Round 1- Highlight key words 3 minutes

- Whole Group - 2 minutes share out

Round 2- Synthesize information and put in your own words 5 minutes

- Whole Group - 2 minutes share out

Round 3- What would this type of PD look like? 5 minutes

- Whole Group- 3 minutes share out

# Implementation Strategies and Partnerships

# School-Site Professional Learning Profiles



## Needs Assessment

Identifies specific growth areas aligned with instructional priorities for targeted development.



## Professional Learning Plan

Provides a detailed roadmap for site-based teacher development as required by state education standards.



## Strategic Alignment

Connects teacher development, student achievement data, and school improvement plans purposefully.

# PLCD Connect: Building Partnerships

### Individualized School Support

PLCD Connect offers support tailored to each school's unique needs, ensuring relevance and effectiveness.

### Transparent Relationships

It fosters open and transparent relationships between school stakeholders and the PLCD office.

### Responsive and Flexible Support

Support adapts in frequency and focus to meet evolving school needs effectively.

### Partnership for Continuous Improvement

Partnerships provide access to resources and expertise, driving ongoing professional learning and improvement.

# Evidence of Impact

# 2023-2024 Strategic Plan Data



aAgreeing the PLO helped meet job requirements  As a result of this professional learning activity, I have developed a clear insight into my professional practice and how I can improve learning outcomes for my students.

| Row Labels | Count | Percentage |
|---|---|---|
| 1 - Strongly Disagree | 111 | 1% |
| 2 - Disagree | 52 | 0% |
| 3 - Agree | 2176 | 15% |
| 4 - Strongly Agree | 12573 | 84% |
| Grand Total | 14912 | |

For Q1 – helped acquire a new skillset The follow-up activities have been beneficial in extending my understanding and application of new skills learned.

| Row Labels | Count | Percentage |
|---|---|---|
| 1 - Strongly Disagree | 100 | 1% |
| 2 - Disagree | 107 | 1% |
| 3 - Agree | 2568 | 17% |
| 4 - Strongly Agree | 12137 | 81% |
| Grand Total | 14912 | |

# 2024-2025 Strategic Plan Data



**Helped meet job requirements. As a result of this professional learning activity, I have developed a clear insight into my professional practice and how I can improve learning outcomes for my students.**

| Response Options | Count | Percentage |
|---|---|---|
| 1 - Strongly Disagree | 97 | 1% |
| 2 - Disagree | 27 | 0% |
| 3 - Agree | 2217 | 14% |
| 4 - Strongly Agree | 14044 | 86% |
| Grand Total | 16385 | |

**Helped acquire a new skillset The follow-up activities have been beneficial in extending my understanding and application of new skills learned.**

| Response Options | Count | Percentage |
|---|---|---|
| 1 - Strongly Disagree | 87 | 1% |
| 2 - Disagree | 82 | 1% |
| 3 - Agree | 2628 | 16% |
| 4 - Strongly Agree | 13567 | 83% |
| Grand Total | 16364 | |

# Conclusion and Call to Action

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How can you utilize the PLST and the FEPL to address areas for growth in our school or school district?

## Department of Education, Division of Public Schools Leadership

**Dr. Paul Burns**
Senior Chancellor

**Dr. Josey McDaniel**
Deputy Chancellor

## Bureau of Educator Recruitment, Development and Retention

**Dr. Sarah Hall**
Chief

**Ashley Harvey**
Director
Retention Team

**Katarina Humphrey**
Grants Manager and
Add-Ons Specialist

**Katherine Parish**
Evaluations and
Leadership Program
Specialist

**Tiani Snelling**
Policy and Professional
Learning Specialist

# FDOE: Q&A

- Use the QR Code or link in chat to record additional questions that were not addressed during this Q&A
- Have a more direct question for us? Email: professionallearning@fldoe.org

# What to Expect Next Meeting

## Next Meeting Meeting Topic

- *"Grow Your Own" Strategies and Innovative Approaches in Educator and Leadership Preparation*
- Presentation topics determined by YOU!

## Upcoming Meeting Dates

- Next Meeting: January 7, 2025, at 1 PM
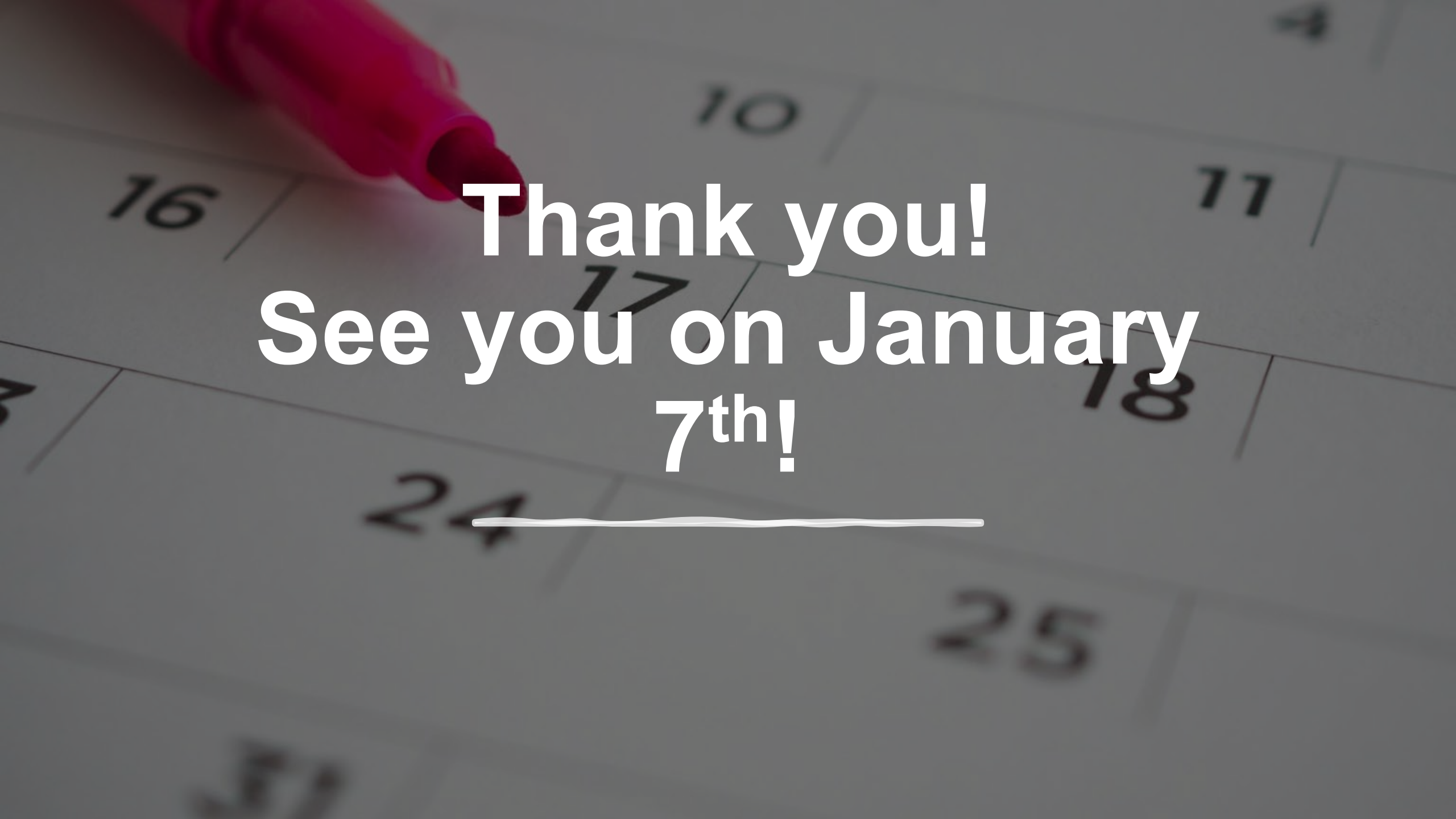- Future Meetings: 1st Wednesday of each month

## Meeting Details

- A calendar invite with the meeting link will be sent in advance

# Optimistic Closure

What's something you're excited to try or learn in 2026?

Drop your response in the chat! ✨

Thank you!
See you on January 7th!