MASTER PLAN

Library Media

2021

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Course Group Number: 10457477

Purpose

The Department of Innovative Learning, Library Media Services (LMS), will launch the *"Leveraging Libraries to Improve Student Achievement (LLISA)"* initiative during the 2021-2022 school year. Key to this initiative, LMS will provide ongoing leadership, advocacy, and support for building quality library media programs that:

- Create a resource/digital-rich teaching and learning environment that is inviting, safe, flexible, and conducive to learning, and supports multiple literacies,
- Cultivate a collaborative culture of inquiry and literary analysis/appreciation,
- Integrate information, communication, and technology across curriculum, and
- Encourage the independent, ethical exploration, creative production, and communication of information and ideas.

With the transition from the Next Generation State Standards to B.E.S.T. Standards that embed research literacy skills into every curriculum content area, school libraries and library media specialists play key roles in the development of inquiry, literacy, and lifelong learning skills students will need to become college, career, and "life" ready. As librarian teacher leaders, they, too, are the "digital content brokers" weaving, modeling, and supporting the effective integration of technology throughout the teaching/learning process.

Library media professional development sessions are designed to foster leadership and competence, build relationships, provide instructional resources/strategies that reinforce connections between the classroom and the real world, and effectively manage and support an environment (physical and virtual) that seeds inquiry, creativity, and a love of reading and learning that permeates the entire school learning community.

A series of differentiated professional development learning - synchronous and asynchronous - opportunities will be available throughout the year. These opportunities will equip library media specialists with effective technology integration strategies, standards-based & research-based resources, tools, and strategies to strengthen and align library program objectives with the school's learning goals to support and enrich student learning.

Our efforts to advocate for effective school library programs have been significantly impacted by the lack of highly qualified library media personnel and budget constraints. To date, there are 118 media specialists across 224 schools in Broward County. Those schools without a certified library media specialist employ a media clerk, some without either.

The aforementioned "goals" are accomplished by building outstanding school library programs that use the Florida Department of Education rubric for 21st Century Library Programs: *Expectations for Collaborations, Collections, and Connections to Enhance Learning* (*EXC³EL)* and the American Association of School Librarians, Standards for the 21st Century Learner (AASL).

The *EXC³EL* Rubric consists of six strands representing key facets of school library media programs: Instruction, Curriculum/Assessment Support, Resource Management, Program Administration,

Environment, and Advocacy. Each component within each of the six strands, consists of four interdependent characteristics of library programs: Entering, Developing, Advancing and Outstanding.

The *EXC³EL* rubric will be used to measure the degree to which the professional development offered to library media specialists will impact their effectiveness and success in building strong library programs. The district vision anticipates 60% of media specialists will be capable of facilitating library media programs at the Developing or higher level(s).

The library media specialist also plays a key role in the effective integration of information, communication, and technology skills embedded in the research process and across the curriculum. This includes designing authentic learning opportunities that increase the level of student self-direction, promote collaboration, problem-solving and communication skills, and engage learners in meaningful ways. As such, the use of the Technology Integration Matrix, a tool embraced by the Broward School District, will serve to assess and establish current levels of technology integration within the library media program, and ideally, in collaboration between the library media specialist and classroom teacher.

The TIM incorporates five interdependent characteristics of meaningful learning environments: active, constructive, goal directed (reflective), authentic, and collaborative. The TIM associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation) with each of the five characteristics of meaningful learning environments. Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells. Teacher Extensity Distribution is a report that informs how many teachers have demonstrated lessons that reach each level as their highest level.

Needs Assessment

High-Quality Instruction is one of BCPS' three key 2024 Strategic Goals. Innovative Learning, Library Media Services, designs and delivers professional development offerings aligned to this goal. Professional development surveys for each session are used to determine the quality, relevancy, and potential impact the professional learning will have on instructional practice and administration of school library media programs.

As part of the continuous improvement cycle, use of a Mid-Year Survey and End-of-Year Customer Success Survey are utilized to assess participant feedback and assist in change-management. The Library Media Services team evaluates district-wide needs of school-based library media staff based on the data collected. Mid-Year data, Figure 1, indicated that Professional Learning (PL), 22%, was the second most requested organizational support mechanism. The End-of-Year data, Figure 2, resulted in PL, 34%, being ranked as the number one requested form of district support.

Learning Across Broward, the professional development learning management system (PDLMS), indicates that Library Media provided over 120 sections and reached over 1,600 teachers with their professional learning sessions this academic year under the Library Media Master Plan. In addition, they provided primary support to the e-Learning efforts from Innovative Learning. All data indicates there will continue

to be a need to provide more professional learning as part of the district's organization support mechanism.

What additional support do you need from the Innovative Learning Department to implement what you learned?

More Details

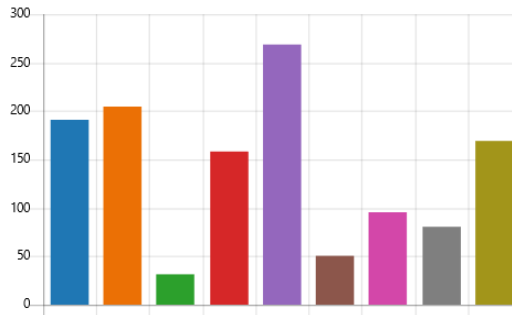|	
● Webinar	191
● Professional Learning	204
● Bookings	31
● Q & A Session	158
● On-demand Resources	269
● Contact from Instructional Facili...	50
● Tech Meet-ups	95
● Training (Not PD)	80
● Other	169

Figure 1: **Mid-Year** *Professional Learning Customer Satisfaction Survey 2020-2021*

What additional support do you need from the Innovative Learning Department to implement what you learned?

More Details

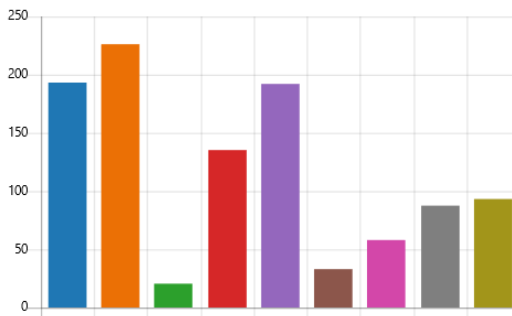|	
● Webinar	193
● Professional Learning	226
● Bookings	21
● Q & A Session	135
● On-demand Resources	192
● Contact from Instructional Facili...	33
● Tech Meet-ups	58
● Training (Not PD)	87
● Other	93

Figure 2: **End-of Year** *Professional Learning Customer Satisfaction Survey 2020-2021*

Desired Outcomes and Performance Indicators

1.0 Instruction				
1.1 The library media program enhances student achievement through a systematically, collaboratively planned instructional program.				
Components	**Entering**	**Developing**	**Advancing**	**Outstanding**
Information literacy and inquiry-based instruction	• Standards-based information literacy skills instruction is not integrated into the LM instructional program. • Student achievement and automated systems data is not used to plan and modify LM instructional program. • Instruction focused on student development of information literacy skills (*e.g.,* locate, evaluate, and use information ethically and responsibly) is not included in the LM instructional program.	• Standards-based information literacy skills are taught in the LM instructional program. • Automated systems data is used to plan library media instructional program. • Instruction focused on student development of information literacy skills (*e.g.,* locate, evaluate, and use information ethically and responsibly) is included in the LM instructional program.	• Standards-based information literacy skills instruction using inquiry-based approach (e.g., FINDS) is embedded into schoolwide instructional program. • Student achievement and automated systems data are used to plan LM instructional program. • Instruction focused on student development of information literacy skills (*e.g.,* locate, evaluate, and use information ethically and responsibly) is embedded into the instructional program.	• Standards-based Information literacy skills instruction using inquiry-based approach (e.g. FINDS) is embedded systematically into schoolwide instructional program. • Student achievement and automated systems data are used to plan and modify LM instructional program. • Instruction focused on student development of information literacy skills (*e.g.,* locate, evaluate, and use information ethically and responsibly) is embedded systematically into the instructional program.

Digital citizenship instruction	• Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is not included in the LM instructional program. • Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is not included in the LM instructional program. • Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is not taught within the LM instructional program. • Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is not included in the LM instructional program.	• Instruction covering communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is included in the LM instructional program. • Instruction covering copyright laws and intellectual property rights (e.g. Creative Commons) is included in the LM instructional program. • Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is taught within the LM instructional program. • Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is included in the LM instructional program.	• Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is embedded into the schoolwide instructional program. • Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded into the schoolwide instructional program. • Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded into the schoolwide instructional program. • Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded into the schoolwide instructional program.	• Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is embedded systematically into the schoolwide instructional program. • Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded systematically into the schoolwide instructional program. • Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded systematically into the schoolwide instructional program. • Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded systematically into the schoolwide instructional program.

2.0 Curriculum / Assessment Support

2.1 The library media program enhances student achievement by supporting all facets of the instructional program.

Components	Entering	Developing	Advancing	Outstanding
Research-based practices	• LM programming does not include research-based best practices as identified by local, state and/or national professional organizations.	• LM programming uses research-based best practices as identified by local, state and/or national professional organizations.	• LM programming includes current trends and research-based best practices as identified by local, state and/or national professional organizations.	• LM programming is reflective of current trends and research-based best practices as identified by local, state and/or national professional organizations.
Reading promotion and guidance	• LM program does not provide reading promotion activities that encourage recreational reading. • LM program does not provide reading activities that focus on self-selection skills to support both recreational and academic needs. • LM program does not provide reading motivation programming.	• LM program provides limited reading promotion activities (e.g., displays, contests, etc.) that encourage recreational reading. • LM program provides limited reading activities with classes and individuals focusing on self-selection skills to support both recreational and academic needs. • LM program offers limited reading motivation programming.	• LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the LM instructional program and encourage recreational reading. • LM program provides reading activities with large groups, small groups and individuals focusing on self-selection skills to support both recreational and academic needs. • LM program facilitates reading motivation programming. (e.g., FRA, SSYRA, or Florida Teens Read).	• Collaboratively planned LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the schoolwide instructional program and encourage recreational reading. • LM program provides reading activities across content areas with large groups, small groups and individuals focusing on self-selection skills to support both recreational and academic needs. • LM program facilitates schoolwide reading motivation programming (e.g. FRA, SSYRA, or Florida Teens Read).

Professional development	· Professional development sessions are not facilitated through LM program. · Professional development sessions are not offered.	· Professional development sessions are facilitated through LM program, and focus on new and emerging technologies, and library resources. · Professional development is offered in face-to-face sessions.	· Professional development sessions are facilitated through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies). · Professional development is offered through face-to-face sessions using technology presentation tools.	· Professional development sessions are facilitated schoolwide through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies). · Professional development is offered through blended learning opportunities (e.g., webinars, podcasts).
School Improvement Plan (SIP)	• LM program is not mentioned in the School Improvement Plan.	• LM program is mentioned in the School Improvement Plan.	• LM program is mentioned in the School Improvement Plan and is aligned with the school's mission and learning goals.	• LM program is integrated into the School Improvement Plan and is aligned with the school's mission and learning goals.

3.0 Resource Management

3.1 The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.

Components	Entering	Developing	Advancing	Outstanding
Collection	• Quantity of resources is insufficient to meet district specifications or guidelines for library programming and collection size meet the curricular and recreational needs of the school community (e.g., print and digital). • LM resources do not reflect school's social and cultural diversity. • Materials in other languages are not provided. • LM program does not direct attention to access local, district, community, and state resources. • Age of collection is greater than 20 years.	• Resources that meet district specifications/ guidelines for library programming and collection size are provided in adequate quantity for meeting the curricular and recreational needs of the school community need to be updated (e.g., print and digital). • LM resources reflect school's social and cultural diversity. • Limited materials in other languages are provided, as appropriate. • LM program announces access to local, district, community, and state resources. • Age of collection is within 20 years.	. A sufficient quantity of resources that meet district specifications / guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). . LM resources adequately reflect school's social and cultural diversity. Materials in other languages are provided, as appropriate. . LM program provides access to local, district, community, and state resources. Age of collection is within 18 years.	• A sufficient quantity of current resources that meet district specifications/guid elines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). • LM resources substantially reflect school's social and cultural diversity. • Materials in other languages are provided in sufficient quantity and quality, as appropriate. • LM program promotes and facilitates access to local, district, community, and state resources. • Age of collection is within 15 years.
Organization	• Resources are not processed and shelved using Dewey Decimal Classification System or several classification systems are in use. • Directional signage is not provided.	• Some resources are processed and shelved using Dewey Decimal Classification System. • Some directional signage guides independent use of resources.	• Most of the resources are processed and shelved using Dewey Decimal Classification System. • Adequate directional signage allows for independent use of resources.	• All resources processed and shelved using Dewey Decimal Classification System. • Attractive directional signage allows for independent use of resources.

Acquisition	• No written collection development plan is provided. • A consideration file of reviewed and recommended print and digital materials is not maintained.	• A written collection development plan is provided. • An ongoing consideration file of reviewed and recommended print and digital materials is maintained.	• Written collection development plan is reviewed/revised every five years with approval of administration and Library Advisory Board. • An ongoing consideration file of reviewed and recommended print and digital materials is developed with some input from students and educators.	• Written collection development plan is reviewed/revised every two years with approval of administration and Library Advisory Board. • An ongoing consideration file of reviewed and recommended print and digital materials is developed collaboratively with students and educators.
Maintenance	• Sporadic, unplanned weeding of the collection occurs.	• Continuous and/or intermittent weeding of the collection occurs.	• Planned, deliberate weeding program is implemented.	• A deliberate and ongoing weeding program is implemented using a systematic analysis.
Technology Resources	• Student-to-workstation ratio for information retrieval (high-speed Internet access) is not implemented. Existing hardware exceeds the recommended age or hardware is not available. • Computer peripherals (e.g., printers, scanners) are available for on-site use by teachers and students. • Multimedia stations are not available for production activities. • No current LMC technology plan is provided.	• Student-to-workstation ratio for information retrieval (high-speed Internet access) does not meet district library media specifications. • Technology hardware, peripherals and hand-held devices are available for on-site use by teachers and students (e.g. printers, cameras) • At least one multimedia station is available for production activities. • LMC technology plan is underdevelopment.	• Student-to-workstation ratio for information retrieval (high-speed Internet access) meets district library media specifications. • Technology hardware peripherals, and hand-held devices are available on a limited basis for checkout and on-site use by teachers and students (e.g. laptop carts, printers, mobile devices, cameras) • Some multimedia stations are available for production activities.	• Student-to-workstation ratio for information retrieval (high-speed Internet access) exceeds district library media specifications. • Technology hardware, peripherals and hand-held devices are available for checkout and on-site use by teachers and students (e.g. laptop carts, printers, mobile devices, cameras) • Multiple multimedia stations are available for production activities.

			• LMC technology plan aligns with the district's refresh cycle.	• LMC technology plan integrated into school's plan and aligned with the district's refresh cycle.

4.0 Program Administration

4.1 Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well funded library media program.

Components	Entering	Developing	Advancing	Outstanding
Staff	• LM program has a part time or no certified LMS. • No clerical personnel are included in the LM program or clerical person spends the majority of time on other duties.	• LM program has a full time certified LMS. • A full or part-time clerical person may be included in the LM program but may be assigned part-time to other duties outside the library.	• LM program has a full time certified LMS. • A full-time clerical person is included in the LM program.	• Full time certified LMS with additional certified LMSs according to district allocation. • Full time clerical person with additional staff according to district allocation.
Budgeting	• Budget supplied by administration with no LM input. • Budget is not sufficient to meet most curricular and recreational needs. • LMC staff does not communicate with administration to review budget requests. • Additional monies are not raised to supplement the LMC budget.	• LMC annual budget is based on LMC mission with annual goals and objectives. • Budget is based on collection evaluation. • LMC staff communicates with administration to review budget requests. • Budget is not sufficient to meet all of the curricular and recreational needs. • Monies from fund-raisers including book fairs are not always directed to the LMC budget.	• LMC annual budget is based on LMC mission, as well as short and long-term goals. • Budget is based on collection evaluation and developed with teacher/student input. • LMC staff meets with administration to review budget requests based on available data. • Budget is sufficient to meet most curricular and recreational needs. • Monies from fund-raisers (book fairs, bake sales, etc.) supplement the LMC budget. Other school funding such as PTO funds, grant monies or title funds are occasionally directed to the LM program.	• LMC annual budget is based on school and LMC missions, short and long-term goals, and program and collection evaluative data, and is developed collaboratively with staff and administration. • LMC staff proactively meets with administration to review requests based on available data. • Budget is sufficient to meet curricular and recreational needs. • Monies from fund-raisers (book fairs, bake sales, etc.) are used to supplement (not supplant) the LMC budget. Other school funding such as PTO, grant monies or title funds are also directed to the LM program.

Scheduling	• LM program is on a fixed schedule. Before/after school hours are very limited. LM program not available during summer.	• Flexible scheduling and fixed schedules alternate throughout the day limiting the times that students have access to resources. Before/after school hours are sometimes available.	• Flexible scheduling is implemented for maximum access throughout day (including before/after school and summer hours) but may be combined with limited fixed scheduling.	• Flexible scheduling is implemented for maximum access throughout day (including before/after school and summer hours).
Access	• LMC website is not provided. • Internet-delivered online resources are not provided.	• LMC website is under development. • Internet-delivered online resources are maintained but link locations are challenging.	• Internet-delivered online resources are maintained and delivered from a single web page location providing 365/24/7 access. • LMC website reflects mission of the program. • LMC website provides access to online resources (school, district, state) from school and home.	• LMC website is easy-to-access, and linked from school homepage and/or Learning Management System. • Internet-delivered online resources are maintained and delivered through an easy-access portal providing 365/24/7 access. • LMC website reflects mission of the program and elements: reading, information literacy, and technology. • LMC website provides easy access to online resources (school, district, state) from school and home.
Program evaluation	• No data is used to make modifications in the LM program. • Input from stakeholders is not collected.	• Data from the library automated system is generated annually to make LM programming decisions. • Input is informally collected from students and	• Data from library automated systems is generated quarterly to make LM programming decisions. • Input is informally and formally collected from	• Data from a variety of sources is regularly generated to make strategic LM programming decisions. • Input is informally and formally collected from

		teachers to evaluate and modify LM programming.	students and teachers to evaluate and modify LM programming.	students, teachers, and parents to evaluate and modify LM programming.

5.0 Environment

5.1 Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.

Components	Entering	Developing	Advancing	Outstanding
Facility	• Facility accommodates instructional activities. • Facility does not meet ADA compliancy regulations and District media facility specifications.	• Facility supports and accommodates instructional presentations and independent activities. • LM facility meets ADA compliancy regulations and District media facility specifications.	• Flexibly designed facility supports and accommodates reading, research, instructional presentations, as well as production and independent activities. • LM facility meets ADA compliancy regulations and District media facility specifications.	• Flexibly designed facility supports and accommodates reading, research and production activities and instructional presentations (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.) • LM facility meets ADA compliancy regulations and District media facility specifications.
Furniture	• Library-appropriate furniture is not provided, is not mobile and/or not in good condition.	• Large group library-appropriate furniture allows for individual and instructional activities and couches/ chairs/ cushions provide leisure seating.	• Small and large group library-appropriate mobile furniture allows for instructional and recreational activities.	• Small and large group library-appropriate mobile furniture is flexible to allow for instructional and recreational activities (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production).
Climate	• LM program does not foster a culture of inquiry, independent reading and lifelong learning. • LMC is not aesthetically and visually appealing. • LMC is not an area in which teachers and students read, research, and produce projects.	• LM program provides activities that focus on developing a culture of inquiry, independent reading and lifelong learning. • LMC is visually appealing (e.g., displays, artwork). • LMC provides an area in which teachers and students read,	• LM program fosters a culture of inquiry, independent reading and lifelong learning. • LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and includes instructional artifacts and student interests. • LMC serves as an important support to the classroom where	• LM program fosters a schoolwide culture of inquiry, independent reading and lifelong learning. • LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and is coordinated with curricular agenda and student interests.

• LMC climate is not inviting or welcoming.	research, and produce projects. • LMC climate provides an inviting teaching and learning environment.	teachers and students read, research, and produce projects. • LMC climate generates an inviting teaching and learning environment.	• LMC serves as an extension to the classroom where teachers and students regularly read, research, and produce projects. • LMC climate generates an inviting and dynamic teaching and learning environment.

6.0 Advocacy

6.1 The library media program and its initiatives are promoted throughout the learning community.

Components	Entering	Developing	Advancing	Outstanding
In-school advocacy	• Statistical reports are not provided to the administrators and school community. • At least one meeting per year is conducted with the administration. • A LM handbook is not provided to administration and school community. • The LM program does not provide a website that promotes the library media program. • Communiqués from LM program are not distributed in various formats.	• Statistical reports are provided to administrators at the beginning and end of the school year. • At least two meetings per year are held with administration. • LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) is distributed within the school. • LM website provides library media program information. • Communiqués (e.g., newsletters, Tweets, blogs, etc.) from LM program are distributed in print format.	• Statistical reports are provided to administrators and school community several times per school year. • Several meetings per year are held with administration. • LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration, faculty, and students. • LM website is accessible and promotes the library media program and facilitates 365/24/7 access to resources. • Communiqués (e.g., newsletters, email, etc.) from LM program are distributed in various formats.	• Statistical reports are regularly provided to and shared with administrators and school community. • Regular meetings are held with administration. • LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration and school community. • LM website is easily accessible and promotes the library media program and facilitates 365/24/7 access to resources. • LMC program utilizes print and digital communications (i.e. newsletters, social media posts, etc.) to communicate LM program events and resources with students, teachers, families and the community on a regular basis.
Families and Community Outreach	• No communications to parents and other agencies originate through the school library media program.	• LM program distributes appropriate communications to parents. • LM program activities include communication with local public librarians to provide resources and services to students, teachers, and	• LM parent involvement activities occur (*e.g.,* parent workshops and reading motivation activities and Internet resources for parents). • LM program activities include collaboration with local public	• LM parent involvement activities are collaboratively planned with teachers, administrators, and SIP initiatives (*e.g.,* parent workshops and reading motivation activities and Internet resources for parents).

		parents, beyond the school library program.	librarians to provide resources and services to students, teachers, and parents, beyond the school library program.	• LM program activities include regular/ongoing collaboration with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program.
Professional Organizations	• The LMS is not a member of professional organizations.	• The LMS is a member of local, state and/or national professional organizations.	• The LMS is a member of local, state and/or national professional organizations and actively attends meetings and/or other professional organization events.	• The LMS actively seeks out professional learning and advocacy opportunities through multiple local, state and/or national professional organization memberships and/or committee work, and conferences.
Contributing to Professional Growth	• The LMS makes no effort to share knowledge with others.	• The LMS contributes to the profession to a limited extent.	• The LMS participates actively in assisting other library media specialists within the district.	• The LMS initiates important professional growth activities such as mentoring, teaching workshops, action research, etc. to contribute to the school library media profession on a district, state, and/or national level.

Data Collection Plan: TEACHER			
Level of Measurement	**Instrument/Data Type**	**Frequency**	**Responsible for Collecting Data**
1. Participants' Reactions	Attendance Professional Learning Feedback Survey results in LAB	1x/Workshop	Training Analyst Instructional Facilitator/Staff Developer
2. Participants' Learning	Course embedded formative assessments. Summative course assessments Summative course portfolios aligned to rubric. Participant reflection indicative of performance mastery aligned to rubric. Performance observations	1x/Workshop	Training Analyst Instructional Facilitator/Staff Developer
3. Organizational Supports	Monitor supports provided upon teacher and/or administrator request and availability of district instructional resources.	On-going Review	Curriculum Supervisor Training Analyst
4. Participants' Practice	Analysis of TIM-O data Analysis of feedback survey Analysis and comparison of EXC^{3}3L Evaluation Form and Technology Integration Matrix Observation data, baseline to end of year.	Monthly Review	Curriculum Supervisor Training Analyst
5. Student Outcomes	Florida Standards Assessment Participant submitted student survey data.	2x/year	Curriculum Supervisor Training Analyst

Mid-Year and End of Year Evaluation Plan

Level 1. Participant Reactions

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	Completes PL feedback forms and surveys one per each course that is completed.	Summary and Analysis of PL feedback survey data throughout the year

Level 2. Participant Learning

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	PL feedback forms and surveys one per each course that is completed. Analysis of LAB data	Summary and Analysis of PL feedback survey data throughout the year Analysis of LAB data

Level 3. Organizational Support

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	Analysis of Microsoft Bookings and Support Tracker data	Analysis of Microsoft Bookings and Support Tracker data Analysis of PL feedback survey

Level 4. Participants' Use of New Knowledge and Skills

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	Analysis of EXC^{3}EL Rubric	Analysis of EXC^{3}EL Rubric

Level 5. Student Learning Outcomes

Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	Analysis of Professional Learning Survey	Summary and Analysis of PL feedback survey data throughout the year Analysis and summary of Innovative Learning Professional Learning Survey