Master Inservice Plan
For
2012- 2017

Revised ~~June, 2012~~ ~~September~~October, 2013

The School Board of Santa Rosa County, Florida

Milton, Florida 32570

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Tim Wyrosdick, Superintendent
THE SCHOOL BOARD OF SANTA ROSA COUNTY, FLORIDA

MASTER INSERVICE PLAN
~~2007 - 2012~~2012-2017

Questions regarding this plan or the Inservice program may be directed to:

> **Superintendent of Schools**
> **Santa Rosa County District Schools**
> **5086 Canal Street**
> **Milton, FL 32570**
> **Phone: (850) 983-5000 or Suncom 689-5110**

Document Certification

We hereby certify that this MASTER INSERVICE PLAN has been revised and approved by the School Board of Santa Rosa County, Florida on the ~~2nd day of August, 2012.~~24th day of October, 2013.

Formatted: Superscript

_____   _____
Superintendent of Schools   School Board Chairperson

State of Florida

Department of Education

Tallahassee, Florida 32399

Approved: _____   Date: _____

The School Board of Santa Rosa County, Florida

Milton, Florida 32570

State Requirements

Pursuant to Sections 1012.22(1) (i) and 1011.62, F.S., each district school board shall develop and maintain a master inservice plan for all district employees based on state adopted standards for highly qualified professional development as required under Section 1012.98, F.S.

The plan shall include all professional development components for all employees from all fund sources including, but not limited to the following areas:

- Implementation of school improvement plans for the current years pursuant to Section 1012.98, F.S.,
- Subject content areas as prescribed in Section 1012.98, F.S.
- School reform and accountability pursuant to Sections 1000.03 and 1008.345, F.S.,
- Approved add-on certification programs pursuant to Section 1012.575, F.S., and
- The William Cecil Golden Professional Development Program for School Leaders, pursuant to Section 1012.986. F.S.

6A-5.071 Master Inservice Plan Requirements -- Describes the MASTER INSERVICE PLAN: its contents; how it is to be updated; what an Inservice component must contain; the points system; how to convert college credit to Inservice points; what constitutes infield and out-of-field; the minimum length of an Inservice component; files which must be kept relative to each component and for each participant; and annual reporting.

The Master Inservice Plan is reviewed each year by the District Professional Development Council and approved by the School Board.

Table of Components

Components for Recertification

General Components

Action Research Projects
Alternative Academic Program Update
Art: Art and Assessment
Art: Art and Social Studies
Art: Art Across the Curriculum
Art: Art and FCAT
Art: Basic Workshop
Art: Comprehensive Art Education (CAE)
Art: Discipline Based Art Education Art & Social Studies
Action Research Projects
Alternative Academic Program Update
Assessment: Classroom Managed Assessment
Assessment: Closing the Loop
Assessment: Data Analysis Attention Deficit Disorders
Athletics Personnel Update
Athletics: Care and Prevention of Athletic Injuries (Sports Medicine)
Athletics: Coaching Theory
Athletics: Theory and Practice of Coaching A Specific Sport
Attention Deficit Disorders
Basic Life Support/First Responder
Bus Driver Training for Instructional Personnel
Chemistry: Content for Test Prep Grades6-12
Child Abuse and Neglect Skills: School-Based Inservice
Classroom Organization & Management
Clinical Supervision for Educators
Clinical Supervision for Educators (Online)
College Coursework - Content
College Coursework - Generic
Community School Education: Update
Consultant Training Development
CRISS Project: Creating Independence Through Student-Owned Strategies
Curriculum Development: Creating and Evaluating Quality Instructional Plans (BEACON)
Curriculum Development: FL Sunshine State Standards
Curriculum Mapping
Project CRISS: Creating Independence Through Student-Owned Strategies
Data Analysis: School-Based Inservice
Early Head Start: Pre-K Education
Educator Swap Shop
Elementary: Early Childhood/Elementary Education Competencies
Elementary: Early Literacy Inservice Course (ELIC)
Elementary Education: Literacy Learning

Elementary: Methods and Trends
Elementary: Pre-Kindergarten/Early Childhood Education
Elementary: Pre-Kindergarten/Early Childhood/Elementary Education Competencies
Elementary: Newspaper Literacy Learn-Centers
Elementary: Whole Language Approach
English: Content for Test Prep Grades 6-12
General Knowledge English: Content for Test Prep

ESE: Adaptive Physical Education
ESE: Attention Deficit Disorders
ESE: Behavior Management:
ESE: Best Practices/Special Education
ESE: Effective Use of Technology
ESE: Issues in Communication Disorders
ESE: Learning Strategies Intervention Model Training
ESE: Non-Violent Crisis Intervention
ESE: Restructuring ESE Services-Strategies for Inclusion
ESE: Teach Program
ESE: Theory and Development of Creativity
ESOL: Issues & Strategies
ESOL: Update (Not Bankable)
Guidance: Improving/Maintaining Guidance & Counseling Skills
Head Start: Pre-K Education
Health: Child Abuse and Neglect Skills
Health/PE/Dance: Athletics Personnel Update
Health: Child Abuse and Neglect Skills
Health:/Physical Education/Dance Update
Health: Physical Education/Safety Athletics Personnel Update
Health:/Physical Education/Recreation/Dance/Safety: Conferences
Health & Wellness Workshop
Integrated Services
Integrated Technology Learning Communties: School-Based Inservice
Integrated Technology: School-Based Inservice
Instructional Strategies: Cooperative Learning Techniques
Integrated Services
NJROTC Leadership Academy Instructor Skills
Language Arts: Advanced Placement Training Institute
Language Arts: Six Traits of Effective Writing
Language Arts: TPRS Foreign Language
Language Arts: Teaching Composition
Language Arts: Update
Leadership: Administrative Conferences

Language Arts: Applied Communication
Language Arts: Foundations of Reading Online Professional Development
Language Arts: Language Sensitive Content Instruction
Language Arts: Six Traits of Effective Writing
Language Arts: Teaching Reading in the Content Area

Language Arts: Teaching Composition
Language Arts: TPRS Foreign Language
Language Arts: Update Leadership: Administrative Conferences
Leadership: Administrative Evaluation Training Doug Reaves/State Adopted Research Model
Leadership: District Instructional Planning Committee Meetings
Leadership: Instructional Evaluation/Observation Training (Marzano Model)
Leadership: PMDN Inservice Activities
Leadership: Standards for School Leaders
Leadership: Proficiency Area 1: Student Learning Results
Leadership: Proficiency Area 1: Student Learning Results (Online)
Leadership: Proficiency Area 2: Student Learning as a Priority
Leadership: Proficiency Area 2: Student Learning as a Priority (Online)
Leadership: Proficiency Area 3: Instructional Plan Implementation
Leadership: Proficiency Area 4: Faculty Development
Leadership: Proficiency Area 5: Learning Environment
Leadership: Proficiency Area 6: Decision Making
Leadership: Proficiency Area 7: Leadership Development
Leadership: Proficiency Area 8: School Management
Leadership: Proficiency Area 9: Communications
Leadership: Proficiency Area 10: Professional and Ethical Behaviors
Leadership: School Law Workshop
Leadership: Standards for School Leaders (WCG Online Modules)
LEADERSHIP: Studer Group Evidence-Based Leadership and Evidenced-based Classroom Learning
Leadership: Update

Leadership: Administrator Evaluator Training
Leadership: Classroom Walk-Through (CWT)
Leadership: Elementary Principal Academy
Leadership: Instructional Evaluation/Observation Training (Marzano Model)
Leadership: Leadership Development for Teachers
Leadership: Leadership in Special Education
Leadership: PMDN Inservice Activities Leadership: Potential Candidate Training
Leadership: Standards for School Leaders
Leadership: Standards for School Leaders Coaching for School Improvement
Leadership: Standards for School Leaders Creating a Learning Community (Vision/Mission Statement)
Leadership: Standards for School Leaders Create High Performance Learning Culture
Leadership: Standards for School Leaders Diversity
Leadership: Standards for School Leaders Delta Web Site Training Technology
Leadership: Standards for School Leaders Ethics
Leadership: Standards for School Leaders Improving Practice in Literacy (K-6)
Leadership: Standards for School Leaders Improving Practice in Literacy (7-12)
Leadership: Standards for School Leaders Improving Practice in Mathematics
Leadership: Standards for School Leaders Leading Assessment and Instruction
Leadership: Standards for School Leaders Leading Change
Leadership: Standards for School Leaders Literacy Leadership

Leadership: Standards for School Leaders Meeting the Standards
Leadership: Standards for School Leaders Parent Partnerships
Leadership: Standards for School Leaders Prioritizing Mapping and Monitoring the Curriculum
Leadership: Standards for School Leaders Provide Focused & Sustained Professional Development
Leadership: Standards for School Leaders Technology
Leadership: Standards for School Leaders Team Building
Leadership: Standards for School Leaders Using Date to Lead Change
Leadership: Standards for School Leaders (WCG Trainer Training)
LEADERSHIP: Studer Group Evidence-Based Leadership and Evidenced-based Classroom Learning
Leadership: Targeted Selection
Leadership: Update
Literacy: Standards Based Curriculum, Assessment and Instruction
Math: Content for Test Prep Grade 5-9
Math: Content for Test Prep Grade 6-12
Math: General Knowledge Content for Test Prep
Math: Accelerated Math
Math: Accelerated Math II
Math: Advanced Placement Training Institute
Math: Advanced Placement Training Institute for AP Calculus, AB & BC
Math: Aims Fabulous Fractions W/Shop
Math: General Overview School-Based Inservice
Math: Learning Communities Organizing for School-Wide Change K-12
Math: Learning Communities School-Based Inservice
Math: Math Education
Math: Manipulatives Workshop
Math: Methods & Trends
Math: Reading in Math Content Workshop
Math/Science: AIMS
Math/Science: Connecting Math and Science
Math/Science: Curriculum Development Through the Use of State Standards
Math/Science: Flight Adventure Deck
Math/Science: Florida Principal PROMiSE Project
Math: Teachers Teaching with Technology
Math: Using the Graphing Calculator
Math: Advanced Placement Training Institute
Math: Coaching Update
Mathematics: Florida State Adoption Standards Algebra Related Domains (Online)
Mathematics: Florida State Adoption Standards Geometry Domains (Online)
Mathematics: Florida State Adoption Standards Multiple Domains
Mathematics: Florida State Adoption Standards Mulitple Domains (Online)
Mathematics: Florida State Adoption Standards Number Sense Operations (Online)
Math: For Families Trainer Training
Math: General Overview
Math/Science: Curriculum Development Through the Use of the S.S.S. (Benchmarks)
Math/Science: Flight Adventure Deck

Math/Science: Connecting Math and Science
Math/Science: Florida Principal PROMISE Project
Math: Accelerated Math
Math: Methods & Trends Math: Manipulatives
Math: Reading in Math Content
Math: For Families Trainer Training
Math: Florida Sunshine State Standards Strand A
Math: Florida Sunshine State Standards Strand B Measurement
Math: Florida Sunshine State Standards Strand C
Math: Florida Sunshine State Standards Strand D
Math: Florida Sunshine State Standards Strand E Data Analysis and Probability
Math: Florida Sunshine State Standards Multiple Strands
Math: Using the TI-83 Calculator
Media: Annual Library Media Update
Media: FAME/DOE/SOLINET/ALA Training/PLAN
Mentoring: Coaching
Middle Grades: Strategies and Techniques
Middle School: School-to-Work
Middle School: School-to-Work Applied Skills
Music: Instrumental Music Update
Music: Methods & Trends
Music: Music Education
Music: Music Update Music: Orff Workshop
New Teacher Training
New Teacher Training: School-Based Inservice
NJROTC: Leadership Acadamy Instructor Skills
Physics: Content for Test Prep Grades 6-12
Pre-Kindergarten: Update
Professional Development: Proactive Grant Seeking
Professional Development Project
Professional Practices
Professional Development: Consultant Training Development
Professional Development: Trainer Training
Professional Development: Proactive Grant Seeking
Content Area Reading-Professional Development (CAR-PD) Florida Literacy and Reading Excellence Center (FLaRE)A Project of Just Read Florida!
Content Area Reading-Professional Development (CAR-PD) Train-the-Trainer Florida Literacy and Reading Excellence Center (FLaRE)A Project of Just Read Florida!
Reading: Council Workshops
Reading in the Conent Area: Information Engagement (Online)
Reading: International Reading Association Participation and Project
Reading Learning Communities: School-Based Inservice
Reading: Read 180
Reading: Research & Reference
Reading Strategies: Video Component
Reading: Teaching Reading in the Content Areas
Reading Update
Reading Update: School-Based Inservice

Reading: Next Generation Content Area Reading (NG CAR-PD) A Project of Just Read Florida

Reading: Next Generation Content Area Reading (NGCAR-PD) Train-the-Training A Project of Just Read Florida

Reading: CAR-PD

Reading: CAR-PD Practicum

Reading: CAR-PD Next Generation Content Area Reading (NGCAR-PD)

Reading: (NGCAR-PD) Next Generation Content Area Reading - Trainer Training

Reading: Council Workshops

Reading: Endorsement: Application of Differentiated Instruction

Reading: Endorsement: Demonstration of Accomplishment

Reading: Endorsement: Florida Online Reading Professional Development FOR-PD

Reading: Endorsement: Reading Foundations Language & Cognition

Reading: Endorsement: Reading 1 Foundations of Instruction

Reading: Endorsement: Foundations of Assessment

Reading Endorsement: PDA Differentiating Reading Instruction for Students: *Making It Explicit*Reading: International Read Asst. Participation/Project

Reading: Recovery Professional Development and Training

Reading: Research & Reference Information Literacy with Big 6

Reading Update

Reading: Read 180

Reading: Recovery Professional Development and Training

Reading in the Content Area: Information Engagement

Response to Intervention

Response to Intervention: School-Based Inservice

Safety and Security

Scholastic Early Childhood Program: Literacy Training

School-Based: Standards-Based Curriculum, Assessment and Instruction

School-Based: Health and Wellness Workshop

School Improvement: School-based Inservice

School Improvement: School-based Inservice Vouchers

School Improvement Continuous Improvement Rigor Relevance and Relationship

School Improvement: School-based Inservice

School Psychology: Maintaining/Improving Assessment & Evaluation Skills

School Psychology: Methods & Trends

Science: Advanced Placement Training Institute

Science: FCAT Preparation Through Science

Science: Labortory Safety

Science: Methods & Trends

Science: Methods & Trends School-Based Inservice

Science: Project Learning Tree

Science: Science Education

Science: Manatee Education

Science: Methods & Trends

Science: Project Learning Tree

Science: Science Education: Science: Laboratory Safety

Science: FCAT Preparation Through Science
Social Science: Content for Test Prep Grade 6-12
Social Studies: Advanced Placement Training Institute
Social Studies: General Workshop
Social Studies: Japanese Awareness
Social Studies: Methods & Trends
Standards Based Curriculum, Assessment and Instruction
Student Services: Adaptive Physical Education
Study Groups/Learning Communities: Organizing for School-Wide Change K-12 (MATH)
Study Groups/Learning Communities: Organizing for School-Wide Change K-12
Study Groups/Learning Communities: Organizing for School-Wide Change K-12 (READING)
Study Groups/Learning Communities: Organizing for School-Wide Change K-12 (TECHNOLOGY)
Survival Spanish for Educators
Systematic Training for Effective Teaching (STET)
Teaching the "At Risk" Student
Team Teaching
Technology: Advanced Web Site Development
Technology: Action Research Projects
Technology: An Introduction to Windows XP
Technology: An Introduction to Technology
Technology: Annual Technology Activities
Technology: Applications for the Classroom
Technology: Basic Keyboarding
Technology: ClassWorks Gold
Technology: Creating Web Pages
Technology: Databases
Technology: Desktop Publishing
Technology: Digital Cameras in the Classroom
Technology: Editing Images & Creating Graphics
Technology: Email/Information Management
Technology: Excelsior Grade2
Technology: FETC/Exploring Educational Technology
Technology: Florida Digital Educator Integrated Technology
Technology: Integrating Tech w/Teach/Learn
Technology: Interactive Use of Videos in the Classroom
Technology: Integrated Technology Technology: Internet BasicInternet Safety (Online)
Technology: Introduction to Windows XP
Technology: Introduction to FIRN and Telecommunications
Technology: Making Technology Happen Principals Institute
Technology: Master Digital Educator Integrated Technology
Technology: Microsoft Office
Technology: Microsoft Productivity Tools Training
Technology: Multi-Media - Classroom Applications
Technology: Online Professional Development
Technology: Office Productivity Tools
Technology: Presentations

Technology: Online Professional Development

Technology: Spreadsheets

Technology: ~~SUCCESSMAKER ENTERPRISE~~SuccessMaker Enterprise (SME)

Technology: SuccessMaker Enterprise ~~SUCCESSMAKER ENTERPRISE~~ (Math)

Technology: SuccessMaker Enterprise ~~SUCCESSMAKER ENTERPRISE~~ (Language Arts & Reading)

Technology: SuccessMaker Enterprise ~~SUCCESSMAKER ENTERPRISE~~ (Science)

Technology: Teaching & Learning with Computers (TLC)

Technology: The Making of a Technology Rich Classroom

Technology: Trainer Training

Technology: Troubleshooting, Maintaining and Upgrading PCs

Technology: Using a LAN & Media/Enhance Curriculum

Technology: Virtual Online Teaching

Technology: Video Production Techniques

Technology: Website Development

Technology: Windows NT 4.0 Server

Technology: Word Processing/Documents

Trainer Training

Video Component: Classroom Strategies

Video Component: Discipline and Classroom Management

Video Component: Math Strategies

Video Component: Reading Strategies

Video Component: Writing Strategies

Virtual Online Teaching

Vocational: Educators in the Workplace

Vocational: On-the-Job Work Experience

Vocational: Update

Vocational: Vocational/Adult Educators Workshop

Volunteers/Assistants/Paraprofessionals

ESE Components

ESE: Adaptive Physical Education

ESE: Behavior Management

ESE: Best Practices for (SwSCD) Students with Significant Congitive Disablities

ESE: Best Practices for Teachers of Visually Imparied Students

ESE: Best Practices in Intelectually Disabilities

ESE: Best Practices in Sign Language Inturpreting

ESE: Best Practices in Sign Language Inturpreting (Online)

ESE: Best Practices in Special Education

ESE: Best Practices in Special Education for Occupational, Phyical Therapists and LATS

ESE: Communication/Behavior/Social/Academic (CBSA) Class-Part I

ESE: Communication/Behavior/Social/Academic (CBSA) Class-Part II

ESE: Communication/Behavior/Social/Academic (CBSA) Class-Part III

ESE: Effective Use of Assistitive Technology

ESE: Effective Use of Technology

ESE: Functional American Sign Language

ESE: Issues in Affective Behavior/Social Skills

ESE: Issues in Communication Disorders

ESE: Issues in Deaf Education

ESE: Learning Strategies Intervention Model Training
ESE: Non-Violent Crisis Intervention
ESE: Foundations/ESE
ESE: Language Development & Learning/ESE
ESE: Assessment of Exceptional Students
ESE: Educational Management of Exceptional Students
ESE: Teaching Social & Personal Skills/ESE
ESE: Teaching Reading/ESE
ESE: Teaching Mathematics/ESE
ESE: Teaching Language Arts/ESE
ESE: Nature & Needs of Exceptional Students/EH
ESE: Nature & Needs of Exceptional Students/MH
ESE: Nature & Needs of Exceptional Students/SLD
ESE: Nature & Needs of Exceptional Students/VE
ESE: Behavior Management for Exceptional Students I/EH
ESE: Behavior Management for Exceptional Students I/MH
ESE: Behavior Management for Exceptional Students I/SLD
ESE: Behavior Management for Exceptional Students I/VE
ESE: Behavior Management for Exceptional Students II/EH
ESE: Behavior Management for Exceptional Students II/MH
ESE: Instructional Strategies for Exceptional Students I/EH
ESE: Instructional Strategies for Exceptional Students I/MH
ESE: Instructional Strategies for Exceptional Students I/SLD
ESE: Instructional Strategies for Exceptional Students I/VE
ESE: Instructional Strategies for Exceptional Students II/EH
ESE: Instructional Strategies for Exceptional Students II/MH
ESE: Instructional Strategies for Exceptional Students II/SLD
ESE: Instructional Strategies for Exceptional Students II/VE
ESE: Specialized Curriculum for Exceptional Students/EH
ESE: Specialized Curriculum for Exceptional Students/MH
ESE: Specialized Curriculum for Exceptional Students/SLD
ESE: Specialized Curriculum for Exceptional Students/VE
ESE: PDA: Assessment And Evaluation (Online) In Exceptional Student Education
ESE: PDA: Differentiating Mathematics Instruction for all students (Online)
ESE: PDA: Differentiating Science Instruction for all students (Online)
ESE: PDA: Formative Assessment Process for Differentiating Instruction
ESE: PDA: Formative Assessment Process for Differentiating Instruction (Online)
ESE: PDA: Foundations Of Exceptional Student Education (Online)
ESE: PDA: Instructional Practices (Online)In Exceptional Student Education
ESE: PDA: Interpersonal Interactions And Participation(Online) In Exceptional Student
Education
PDA: Introduction to Differentiating Instruction
ESE: PDA: Introduction To Differentiating Instruction: Responding To All Learners
ESE: PDA: Introduction To Differentiating Instruction: Responding To All Learners
(Online)
ESE: PDA: Language Development And Communication Skills In Exceptional Student
Education(Online)
ESE: PDA: Positive Behavioral Support (Online)

PDA: Professional Development Alternatives: Transition
ESE: PDA: Technology for Student Success: An Introduction (Online)component
ESE: PDA: Technology for Student Success: Assistive Technology (Online)
ESE:PDA: Transition (Online) And Exceptional Student Education
ESE: Pre-Kindergarten Education Update
ESE: Pre-K Learning Communities-Organizing for Change
ESE: Restructuring ESE Services-Strategies for Inclusion
ESE: TEACCH Program
ESE: Transition
ESE: Transition from School to Work
ESE: Vocational: Learning Community for Ages 18-24 Transitions Programs
ESE: Weekend with Experts

Components for Add-On Certification

ESE Components for Add-on Certification

ESE: Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students ASD
ESE: Autism Endorsement: Assistive /Instructional Technology and Natural/Alternative/Augmentative Communication Systems
ESE: Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorder (ASD)
ESE: Autism Endorsement: Nature and Needs, Assessment and Diagnosis

Gifted Components for Add-on Certification

ESE: Issues in LD/EH Gifted Students
ESE: Theory & Development Creativity Gifted
ESE: Nature & Needs of the/Gifted
ESE: Curriculum Development for the Gifted
ESE: Guidance and Counseling for the Gifted
ESE: Educational of Special Population of Gifted

ESOL Components for Add-on Certification

ESOL: Applied Linguistics
ESOL: Empowering ESOL Teachers, an Overview, Volume I and II
ESOL: A Beginning for All TeachersEducators An Overview
ESOL: TEACH Session 2: Cross-Cultural Communication and Understanding, Part 1
ESOL: TEACH Session 4: Cross-Cultural Communication and Understanding, Part II
ESOL: Video Cross-Cultural Communication and Understanding
ESOL: Curriculum and Methods
ESOL: Cross-Cultural Communications (Online)
ESOL: Curriculum and Materials Development
ESOL: Curriculum and Materials Development (Online)
ESOL: Empowering ESOL Teacher I & II
ESOL: For Administrators & Guidance Counselors Accountability

ESOL: For Administrators - Instructional Leadership
ESOL: For Administrators & Guidance Counselors Accountability
ESOL: For Administrators Cultural & Communication
ESOL: For Administrtors-Instructional Leadership (Online)
ESOL: For Guidance Counselors (Online)
ESOL: For Other Subject Area Teachers/BEACON: ESOL-An Overview (Online)
ESOL: Guide Kit and ESOL Resources
ESOL: Issues & Strategies
ESOL: Language and Diversity
ESOL: TEACH Session 1: Language Learning, Part I/Applied Linguistics, Part A
ESOL: TEACH Session 3: Language Learning, Part II/Applied Linguistics, Part A
ESOL: TEACH Broadcast Video I and Study Guide: Language Learning/Interactive Classroom
ESOL: Methods of Teaching English of Speakers of Other Languages (ESOL) (0nline)
ESOL: Testing and Evaluation (Assessment) (Online)
ESOL: Testing and Evaluation (Online)

ESOL: TEACH Session 2: Cross-Cultural Communication and Understanding, Part 1
ESOL: TEACH Session 4: Cross-Cultural Communication and Understanding, Part II
ESOL: Content Video I: Cross-Cultural Communication and Understanding
ESOL: TEACH Broadcast Video II and Study Guide: Curriculum and Materials
ESOL: TEACH Broadcast Video III and Study Guide: Assessment Issues and Strategies
ESOL: TEACH Content Video 2: Integrating Method for ESOL Instruction
ESOL: Guide Kit and ESOL Resources

ESOL: Reading Components for Add-on Certification

Reading Endorsement: PDA Differentiating for Reading Difficulties:
Making Instruction Explicit (Online)
Reading: Endorsement: Reading 1 Foundations of Instruction Competency 1 (Online)
Reading: Endorsement: Foundations of Research-Based Practices Competency 2 (Online)
Reading: Endorsement: Foundations of Assessment Competency 3 (Online)
Reading: Endorsement: Foundations and Applications of Differentiated Instruction Competency 4 (Online)
Reading: Endorsement: Demonstration of Accomplishment Competency 5 (Online)

Reading Endorsement: Reading Foundations in Language & Cognition (Competency 1)
Reading Endorsement: Florida Online Reading (FOR-PD) (Competency 2)

Reading Endorsement: Foundations of Research-based Practices (Competency 2)
Reading Endorsement: Foundations of Assessment (Competency 3)
Reading Endorsement: Foundations and Application of Differentiated Instruction (Competency 4)Reading Endorsement: Demonstration of Accomplishment (Competency 5)

Components Not Useable for Recertification

Assistants/Volunteers/Paraprofessionals – Training of
Bus Assistant Training
Bus Driver Training
Custodial Training
Educational Support Staff: General Office Automation (Online)
Educational Support Staff: Skills & Knowledge Update
Food Production & Nutrition Education
Maintenance Training
NCLB Paraprofessional Training
NCLB Paraprofessional Training (Online)
Southern ManagementService Master: Custodial Training Program
Use of Microcomputers/Word Processors - Support Personnel

Manual of District Procedures

Mission

It is the mission of the Santa Rosa District Schools to ensure high quality sustained professional development opportunities that directly relate to student performance and continuous improvement for all employees. We believe that it is our job to educationally challenge and stimulate teachers just as we do students.

Program Overview

Prior to the end of the first nine weeks grading period, each ~~school~~ administrator and teacher will complete a needs assessment ~~form~~ based on disaggregated student data, Professional Development Plan goals~~s~~ and School Improvement Plans (SIP). District and site-based administration will provide staff development opportunities in a variety of delivery modes to address as many of the identified needs as possible. Learning Communities, lesson study, action research and online training are ~~becoming~~ a means of job embedded professional development for all employees.

A minimum of 15 participants is generally required for district training activities except in highly specialized areas. Considerations for exceptions to the minimum 15 participant rule may be made if the training is a required training or if the training is of no cost to the district. All efforts will be made to provide site-based professional learning opportunities that relate directly to the needs assessment. In some instances, expenses for requested district-wide training activities may be divided proportionally among the schools participating in the activity, thus imposing a "fair share" of expenses.

Notice of approved district-wide training activities will be announced to all schools and work locations so that as many personnel as possible can take advantage of all Inservice offerings. A calendar of district scheduled trainings will be posted in the Professional Growth System (PGS).

The Master Inservice Plan contains a list of components for the competencies covered and can also be found on the Inservice home page. Contact the district Inservice Office for specific details about the components. New components are submitted to the Professional Development Council for consideration and approved by the School Board. This process could take several weeks for a component to receive final approval. For a participant to obtain Inservice points for training, the objectives of the training must match an approved component in the Master Inservice Plan.

Inquiries in identifying Inservice activities are:

1. Do the activities relate directly to disaggregated student data?
2. Are the activities related to the SIP focus areas, District Strategic Plan, or certification needs?

3. Would the activities meet the specific objectives of a Master Inservice Component?

Some activities commonly questioned which may NOT be used to earn Inservice points are as follows:

a) Accompanying students to meetings or contests, unless there are training activities specifically designed to increase the competencies of the sponsor as outlined in an approved component in the Master Inservice Plan.

b) Engaging in personal improvement activities, such as surviving a divorce, dancercise, exercise (physical fitness), etc.

c) Carrying out regular duties, such as cleaning out and reorganizing filing cabinets, putting up bulletin boards, serving on committees to develop curriculum guides or evaluate materials, planning for lessons or unit studies, or writing SACS reports.

d) Using an approved component for more than the maximum number of points within a certificate validity period.

e) Attending any out-of-county (not sponsored through the Santa Rosa District Schools) workshop, seminar, conference, etc., for which there is no appropriate component. To receive Inservice points for such activities, arrangements must be made through the Inservice Office before attending.

f) Hours may be earned to receive "how to" training to review the Textbooks for Statewide Curriculum; hours may not be earned for actually evaluating materials.

g) Hours may be considered when personnel have been requested to serve on District-wide Committies where decisions are being made that impact or relate to student classroom performance.

h) Inservice points may not be earned for time spent working with practicum or student teachers.

How to Obtain Current Inservice Information

Employees may access their Inservice transcripts online using PGS. An employee with a question regarding points earned may call/email the Inservice Office for information or assistance at any time.

How to Transfer Points from One District to Another for Recertification

A person who changes employment from Santa Rosa County to another district in Florida may request a transfer of points to the new district by:

1. Contacting the Inservice Office to initiate the process,

2. Writing a letter of request to the Inservice Office, or

3. Having the appropriate personnel in the new district write or call the Inservice Office to initiate the process.

An employee coming into Santa Rosa County from another district in Florida may arrange to have points transferred into the Santa Rosa County Inservice Office by following the procedures required by the other district.

Form OTE 206, provided by the State Department of Education, is commonly used for this purpose, and is located on the Inservice home page.

How to Obtain Inservice Points for Recertification

In-County

Points are awarded based on the amount of seat time for each approved Inservice activity. No inservice activity may be recorded for less than 0.5 hours. "Approved Inservice activity" applies to a component that is a part of the Master Inservice Plan and has been approved by the Professional Development Council/School Board.

In order to earn points for an approved Inservice activity, an individual must:

1. Register for the activity through PGS.
2. Sign in at a training session or sign a school-based activity sheet.
3. Be in attendance a minimum of 90% of the training.
4. Participate in an appropriate follow-up activity if applicable. A follow-up is applicable if the training is sustained or impacts student performance.
5. Complete the online evaluation of the district Inservice activity through PGS if applicable.

Employees are encouraged to attend all training sessions they register for in PGS. In the event something should come up to prevent attendance, the registrant should immediately drop the class electronically through PGS to allow waiting list members to attend.

NOTE: Only those components included in the Components for Recertification section in the Master Inservice Plan will count toward recertification. Employees will receive inservice points when all of the above requirements have been met. ~~Attendance~~ Course completion will be marked by the facilitator or coordinator responsible for the inservice activity in PGS. After all appropriate follow-up activities and surveys have been completed, inservice hours will be awarded.

Out-of-County

An out-of-county Inservice activity is any workshop, seminar, or conference that is not sponsored by a Santa Rosa District school or district level department. To receive points for participation in an out-of-county training activity, there must be an approved

component in Santa Rosa's Master Inservice Plan. All out-of-county training should be reported using a Professional Development Voucher (Professional Development System, Appendix F) which is located on the Professional Development Home Page under Documents and Forms.

To be eligible to receive Inservice points, Inservice hours must be reported to the Inservice Office no later than one calendar year following the activity.

Professional Development Voucher

A Professional Development Voucher (Professional Development System, Appendix F) may be completed and submitted to the Inservice Office when attending out-of-district conferences and activities covered by an approved Master Inservice Component. Only the district Inservice Office can award points using a voucher. **The Inservice Office should be consulted prior to attending the activity to verify that a component is in place.** The voucher must be signed by an administrator and an agenda must be attached to the Inservice Voucher. If the conference or activity was during the regular school day, a copy of the Temporary Duty (TD) form must be attached.

Online

Approval from the Inservice Office is required prior to registration for online coursework sponsored by an organization other than the school district. To receive points for online training out side of the district sponsored online courses, there must be an approved component in Santa Rosa District's Master Inservice Plan. This online coursework should not be included as a part of the school-based component. Online coursework not facilitated by the district should be reported using a Professional Development Voucher (Professional Development System, Appendix F). A certificate of completion should be attached to the voucher and sent to the Inservice Office to be posted on PGS.

District sponsored online courses are offered for Inservice points during designated times throughout the year. A ~~schedule~~ list of available learning opportunties is posted on the District Web under Online Courses. **Should a participant register for and not complete two district sponsored online courses, the participant may not be permitted to register for additional courses without prior approval from the Director of Professional Development.** Participants who have not submitted coursework within the first 10 days of the course time-frame will be dropped from the course by the facilitator.

School based online courses may be created and facilitated by district trained teachers. This coursework will be recorded as school-based Inservice hours by the school Inservice Representative. Guidelines to ensure consistency will be presented in the facilitator training.

Implementation Activities

Implementation (follow-up) activities should be completed for all sustained training as well as shorter training sessions that have a direct impact on student performance. Sustained training is defined as training that usually exceeds 10 hours in length, and data driven in nature. Prior to each Inservice activity, the consultant should plan an implementation activity designed to ensure that participants apply the skills and knowledge gained in training to impact student performance.

Implementation activities may be provided in the following manner:

1. Structured coaching/mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
2. Action research related to training (should include evidence of implementation)
3. Collaborative planning related to training
4. Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work, student data)
5. Learning Community/Lesson Study/Study group participation
6. Electronic – interactive/non interactive resources

How Participants Will Be Evaluated

Each component will specify the method(s) of evaluation to determine whether participants have successfully achieved the specific objectives outlined. Participants are required to successfully complete 80% of the specific objectives before receiving points.

Several procedures should be noted:

1. Following each sustained training opportunity, the participant should apply the knowledge and skills learned in the training to impact student achievement. Trainers will provide support and assistance to the participant through coaching and mentoring to ensure appropriate application of the knowledge and skills in the classroom. Each component will specify the type(s) of exit requirement(s) needed in order to meet the 80% rule.

2. An implementation activity will be completed at the end of each sustained training activity. The appropriate documentation will be collected and monitored by the consultant who will evaluate and approve the implementation activity. Emphasis for evaluation will focus on direct observation of skills learned being implemented in the classroom as well as student achievement data. This documentation may include, but not be limited to:

   - PGS Professional Development Follow Up Survey
   - Classroom Observation Data

- Student Data
- Teacher Lessons and Materials Literacy Walk-Through Data
- Technology Coach Data
- Mentor Teacher Data
- Student Projects or Work
- Classroom Observations
- Learning Community Minutes
- Action Research Documentation
- Coaching/Mentoring
- Interviews
- Web/Electronic Resources
- Lesson Study Data
- Other

3. It will be the responsibility of the consultant/trainer conducting the workshop to indicate whether each participant has met the requirements for the component when finalizing the workshop in PGS. Hard copies of documentation will be maintained by the consultant, district level administrator, or in the Inservice Office for five years time to be made available for future reference.

4. It is possible for an individual to participate in a training activity and not receive credit due to unsuccessful completion of required follow-up, or for failure to meet the attendance requirement. An individual is required to attend a minimum of 90% of the training time in order to meet the attendance requirement. Consultants, at their discretion, may provide make-up time/work in special instances when the attendance requirement has not been met.

5. If an individual does not successfully complete a course within the allotted time, the consultant may provide additional time to accommodate the individual's attempt to pass the course. The extra time spent will be considered remedial in nature, and the participant will not be awarded extra points for that time.

6. Consultants/trainers will serve as evaluators, and their decisions regarding successful session completion will be final.

How Inservice Activities Will Be Evaluated

Evaluation of training is a continuous ongoing process. At the conclusion of sustained training, participants will complete the online evaluation survey provided in the Professional Growth System (PGS). These surveys are monitored by the consultant and used for improvement purposes. The surveys are also monitored by the district to determine the need for further training. (Professional Development System, Appendix D)

Other means of evaluation include district program evaluations, administrator Classroom Observation data as well as the Professional Development Evaluation Survey data (Professional Development System, Appendix E). Professional opinions of the training activities conducted in Santa Rosa District are helpful in planning future Inservice programs.

The individual teacher Professional Development Plan serves as an evaluation of district Inservice activities. The PDP documents the area of need, deliberate practice, identified training, and an outcome statement based on ending student data. The instructional personnel and school administrator(s) document that the PDP was implemented as written and the newly learned knowledge and skills were applied in the classroom.

How to Renew Your Teaching Certificate

The Human Resource Department should be contacted for all Inservice issues pertaining to certification. The guidelines below will assist with certification issues:

1. Certificate renewal forms may be completed online, or printed and mailed by the employee. The Human Resource Office will provide the Department of Education the inservice information for the extension.

2. Only graduate, post graduate, regular, and professional certificates may be renewed through Inservice participation (not temporary or substitute certificates).

3. A minimum of 120 total points must be earned through Inservice activities, college coursework, or a combination thereof in each five year recertification window. Specific guidelines regarding content areas and the earning of points apply to each of the three alternatives. Individuals are encouraged to seek assistance in planning their strategies for certification renewal by contacting the Inservice Office.

4. Individuals planning to renew a certificate through college coursework should contact the Human Resource Office for guidance.

Recertification Information

College Coursework

College coursework converts to points at this ratio:
1 semester hour = 20 points   1 quarter hour = 13 1/3 points

In order to ensure credit, always call the Personnel Office before registering for any college course intended for recertification.

Add-On Certification Provisions

The Master Inservice Plan provides five areas for teachers to extend certification areas without attending college courses. These areas include Gifted, ESE, Reading, Autism endorsement and ESOL certification. Procedures for adding Gifted, ESE, Reading or ESOL should be coordinated through the Inservice Office and the Human Resource Office. The Inservice coursework should follow the components listed under each category in the Master Inservice Components.

Cancellation Policy

To ensure that all employees have access to the Inservice they need, registrants should only sign up for those courses they know they will be able to attend and complete. When individuals pre-register for a workshop, but later determine they cannot attend, they should drop the class from their PGS schedule as soon as possible. If registrants abuse the system by excessive "Drops" and/or "No Shows," their supervisor will be notified and their course access may be restricted. More than three drops or no shows within a school year will result in the aforementioned consequences. Those who are unable to attend due to emergencies should notify the facilitator to be removed from the course rather than be listed as a "Drop" or "No Show."

Inservice Records

The Inservice Office maintains records for substitutes, inactive, and retired teachers. Inservice activities are available to non-school board employees, space permitting. However, district employees will be given first preference.

PGS Managers must only administer courses to which they are assigned. PGS Managers who misuse their access to PGS (e.g., adding a user to a course that they do not manage) may have their access restricted or revoked. PGS Managers must attend annual training activities provided by the district to maintain access to the PGS system.

Employee Responsibilities

Professionalism is expected at all times when participating in Inservice activities whether face to face or online. Participants are requested not to bring children to Inservice activities for liability purposes as well as in consideration for the other Inservice participants. Participants should mute all electronic devices during training sessions.

All new employees will receive basic Inservice information. When documentation is required for an individual's training activity, it is the responsibility of the individual to make sure it is submitted in an accurate, complete, timely, and legible fashion. Deadline information will be noted during the training and will be followed closely.

When individuals preregister for a workshop, but later find they cannot attend, it is their responsibility to drop the class from their PGS schedule as soon as possible.

To receive professional development credit relative to the Professional Development Plan for evaluation purposes, inservice must be reported prior to May 1st of the current school year. This allows time for the Inservice to be recorded so it reflects on PGS.

In order to receive Inservice credit, training hours must be reported to the Inservice Office within one calendar year after the date of training.

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Training Maximum/Minimum Participant Numbers

Workshops advertised as having a maximum number of participants will be filled on a first-come, first-served basis. Workshops advertised as having a minimum number of participants required may be canceled at or prior to the first session if that number is not reached. Cancellation notices will be announced as early as possible. School Board employees take precedence over non-employees when maximum numbers are reached.

Preregistration on PGS is required for all inservice activities. Some Inservice activities have a maximum number of allowed participants. Therefore, walk-ins who have not pre-registered are not guaranteed a seat.

District Trainer/Consultant Guidelines

When an employee receives training utilizing district funds, he/she is accepting the responsibility to provide training, if requested, within the district.

District or School **Trainers** who have received trainer training or who have developed a training package of their own, may receive one hour of Inservice credit for every hour of Inservice **delivered for the first time up** to 120 hours in each five year recertification window. A Consultant Form located on the District Inservice HomePage should be completed to request trainer hours.

District or School Trainers serving as **facilitators** participating in Professional Learning Communites, Lesson Study, or other mentoring/coaching activities, may record participation seat time for Inservice hours.

In an effort to provide continuous professional development for every teacher every day, the district acknowledges the importance of site-based mentors and coaches to support job embedded training for teachers. The district has established several mentoring and coaching groups to provide support at this level. **Mentors and Coaches may receive a consultant stipend of $25.00 per hour for prior approved mentoring and coaching that occurs beyond the contracted day**, dependent on available funding. Planning time hours are not included in the stipend for mentors and coaches. Approval must come from the cost center paying the coaches' or mentors' stipends. It is not customary for coaches and mentors to receive stipends for planning time above and beyond the contracted day.

District Mentors and Coaches participating in a specified district program (i.e., Mentor Teachers, SME Lead Teachers, Technology Coaches, Reading Coaches, etc.) may request inservice hours for documented mentoring and coaching hours provided beyond the contract day. All mentoring Inservice hours must receive prior approval from the appropriate Director or Coordinator for any inservice or stipend request. Coaches, mentors, lead teachers, etc. must submit inservice point requests for final approval to the Professional Development Center prior to May 1st of the current school year and must comply with the Mentor/Coaching Master Inservice Component. Mentoring and coaching hours should be requested using a mentoring log, signed by both the site

administrator and the district level facilitator, or the appropriate Curriculum Coordinator.

Training Provided During Contracted Hours

In-house, district approved facilitators may be paid for preparation (1/2 the actual teaching time, or $12.50 per hour). If the requested training, or travel to the training site is required during the course of a regular workday, the employee may be provided temporary duty from his/her work site.The school administrator should approve any temporary duty for training at other district locations. Personal leave shall not be granted. In this case, a substitute may be provided for the trainer with district or school funds. Training away from the normal work site will require a temporary duty form in order to incur funds for substitutes. Training schedules that impact the regular work day should be approved by the school and/or district administrator(s) prior to initiating the training. Stipends for planning must be approved prior to the actual training.

Training Provided Beyond Contracted Hours

In-house district approved facilitators, who are conducting training beyond their contracted day , will be paid $25.00 per hour for actual instruction time plus 1/2 of the number of instructional hours added for planning/follow-up. For example, for a 20-hour workshop, the consultant would receive 30 hours of pay. This would include 20 for the actual teaching time and 1/2 of 20, or 10, for the planning/follow-up. Exceptions to this rule may include grant specifications or mentoring and coaching activities and must be approved at a regularly scheduled Professional Development Council meeting prior to contract agreement.

If a trainer has provided the training multiple times, or has scheduled work time to provide for planning, the planning stipend may be waived. In addition should fewer than the minimum number of required participants register to attend a workshop, the district facilitator may negotiate a lesser stipend amount to be paid to the in-house consultant prior to the beginning date of the training.

On-line Training Facilitator Pay

A maximum of 30 students will be scheduled for each on-line workshop with set beginning and ending times. This type of training may require one or more face-to-face meetings during the course timelines. Planning time is not included as a part of online course facilitation. Stipends will be based on the number of participants who actually **complete** the course. Pay should be as follows:

> **$40.00/hour for 26-30 students**
> **$35.00/hour for 20-25 students**
> **$30.00/hour for 13-19students**
> **$25.00/hour for 5-12 students**

This sliding scale allows for the course to be offered with any number of participating students. This type of course requires continuous email contact between participants

and the consultant. The consultant is required to check documents, questionnaires and tests, which are submitted electronically.

Any on-line professional development coursework developed through grant activities may be made available to other districts. Online training developed by Santa Rosa County employees may also be shared with other districts upon request. It is our hope that other districts will want to trade courses to help build a larger bank of online training for teachers.

An employee may receive an honorarium to conduct training in another district, provided he/she is on personal or annual leave from Santa Rosa District Schools.

Council/Representative Stipends

Budget permitting Professional Development Council Members will receive a stipend at the rate of $15.00 per hour for instructional and $12.00 per hour for support personnel for meeting time above and beyond the regular workday. This includes regular monthly meetings and official sub-committee meetings as called for by the Director of Inservice. School Inservice Representatives working in that capacity for the entire school year with approved completed Inservice records and updated training will receive an annual stipend of $300.

Participant Pay

Some special projects provide pay for Inservice participation. In those cases, stipends are paid at a rate of $15.00 per hour for instructional personnel and $12.00 per hour for Educational Support Personnel or at rates specified for special projects or grants.

Travel Reimbursement

Upon approval, the Professional Development Council may pay the costs of travel, per diem, and/or registration for one or more selected individuals to attend out-of-county Inservice training activities under the following circumstances:

  A. The individuals have been invited by the Professional Development Council to be trained as trainers. These individuals, by their acceptance of the funding, indicate their willingness to be consultants for future workshops on that subject.

  B. The training cannot feasibly be provided in county. For example, when an employee's job is so specialized that the number of people within the district needing such training would not justify the sponsoring of the activity, the individual may be funded to attend training out-of-county. In this instance, a request would be made from an appropriate district-administrator.

All costs for travel, per diem, etc. will be based on the regular state rate allowances. However, maximum amounts may be set due to budget constraints.

Attendance Policy

Participants are expected to attend 100% of each training session. However, since emergencies arise, an absence of up to one-tenth of the total number of hours of the workshop is permissible. Should a participant miss greater than the allowable amount and if the participant is able to coordinate a plan for making up the required work, points may still be granted. No stipend pay will be granted for absence time when the time missed goes beyond the one-tenth allowed. This does not apply to the "school-based" Master Inservice Components. School-based points are awarded based on the number of hours attended under the applicable component (i.e., Technology, Mentoring, Content, New Teacher Training or Learning Communities). Online course participants are expected to submit 100% of the coursework with a minimum of 80% matching the specific objectives for the course.

Video Components

The Professional Development Center has a collection of Professional Development videos covered by Master Inservice Components. Instructional and Educational Support Personnel may utilize these videos to earn Inservice points. A Video Inservice Component Response and Evaluation Form must be completed and forwarded to the Inservice Office before points can be awarded. A maximum of 30 points may be earned through video components for recertification in any one 5 year recertification period.

Persons wishing to use Video Inservice Components for current year certification renewal must submit the completed paperwork to the Professional Development Center no later than May 15th for approval for June 30th certificate renewal. Upon approval the Inservice Office will post the earned points on PGS.

201~~2~~3-201~~3~~4 Professional Development Council Membership	
Elected Members	**Appointed Members**
<u>Elementary</u>	Marianne Robey, TSA
<u>Shelley Mann</u>~~Phylis Hassell~~	Professional Development Specialist/PDC
<u>4th Grade, Gulf Breeze Elementary</u>	
~~T R Jackson Pre-K~~	~~Susan Crawford, TSA~~
	~~Race to the Top/PDC~~
Adriane M. Chambers,	
1st grade, Rhodes Elementary	~~Charlene Kincaid~~<u>Wes Underwood</u>
	District Coordinator, Math & Science
Brenda Gail White	Kenny McCay
3rd Grade,Chumuckla Elementary	District Coordinator, Literacy
<u>Middle</u>	Dr. Karen Barber
Marilyn Koch	Director, Federal Programs
Library Media Specialist,	
Holley Navarre Middle	<u>Parent Representative</u>
	~~Debbie Ioakim, King Middle School~~
Lisa B. Locklin	~~Parent~~<u>Korey Bales</u>
Guidance, 8th Science	
Sims Middle	<u>Citizen At Large</u>
	~~Ildi Hosman, Public Affairs Director~~<u>Bruce</u>
~~Sharon Henderson~~<u>Jocelyn Blake</u>	<u>Baker, RE/MAX Infinity</u>
~~Library Media Specialist, 8th Grade~~	
~~Gulf Breeze Middle~~ <u>Hobbs Middle School</u>	~~Nicole Gislason~~<u>Rebecca McBride, EdD</u>
	~~Director IT Academy and UWF Training~~
<u>High</u>	~~Solutions~~<u>Department of Community</u>
Tracy Murphy	<u>Leadership, UWF</u>
~~Reading~~<u>Dean</u>, Navarre High	
	Dawn Alt
Jo Lynn Wiley	Principal, Oriole Beach Elementary
Reading, Milton High	
	Sharon Patrick
~~Lee Ann Goble~~<u>Vicki Yelder</u>	~~Assistant~~ Principal, Sims Middle
~~7-12 ESE & Music, Central High~~<u>9th & 10th</u>	
<u>Milton High School</u>	Farica King
	<u>Assistant</u> Principal, ~~Central~~ <u>King</u> Middle
<u>Vocational</u>	School
~~Keith Hines~~<u>Susan Kelly</u>	
~~Electrical~~<u>Teacher</u>, Locklin Technical Center	Anthea Amos
	Pensacola State College
<u>E.S.E.</u>	
Linda T. Andrews	~~Dr. Robin Largue~~
SEARCH Program	~~University of West Florida~~
Berryhill Administrative Complex	
	OFFICERS 2012-14
<u>SRPE (Union Representative)</u>	Chairperson – Tracey Murphy
~~Karen Houser~~<u>Renee (Carr) Peden</u>	Vice Chairperson - ~~Lea Goble~~<u>Phyllis Hassell</u>

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Spanish, Jay High School3rd Grade, Gulf Breeze Elementary	Secretary – Sharon PatrickBalinda Cook

School-based Inservice Representatives 2012-133-14		
Becky Nation Media Specialist Avalon Middle	Bea Bailey 1st 2nd Grade Holley Navarre Primary	Mary G. White 3rd Grade Pea Ridge Elementary
Jennifer Mayhair 2nd Grade Bagdad Elementary	Bethany McWhirter 5th Grade Holley Navarre Intermediate	Christie Holland 1st 3rd Grade Rhodes Elementary
Lauren KirnDaphine Mitchell 2nd 4th Grade Berryhill Elementary	Mary HowardMarcie Novotny 8th Grade Social StudiesPara-Pro Holley Navarre Middle	Clay Heuvelink 5th Grade Russell Elementary
Agatha Hudgens Media Specialist Central High	LaTonya Leeks ShepherdKim Patrick Pre-K Teacher T R Jackson Pre-K	Harriett Johnson Math Sims Middle
Jennifer Bailey 1st GradeESE/Read 180 Chumuckla Elementary	Kim Burch 1st GradeAIS Jay Elementary	Nina Voelker ESE, (VE) Locklin
Janie Seal Art Teacher Dixon Primary	Becky Holley Teacher/PE Jay High	Christy Bean Reading Santa Rosa Adult
Sarah Burfering Terri Teschel 4th Grade Dixon Intermediate	Rachelle McCary Secretary III King Middle	Susan CopelandLaura Brummer ESE Pre-K4th Grade West Navarre Intermediate
Tonya Richards ESE VE East Milton Elementary	Lisa Murphy Math/Web DesignEnglish Milton High	Carrie Graiffis 2nd Grade West Navarre Primary
Helen Laucella 4th Grade Gulf Breeze Elementary	Desi Lee Reading ESE Teacher Navarre High	Janet De Salle 6-7 Language Arts Woodlawn Beach Middle
Gayla McDonald Math8th Grade/Careers Gulf Breeze Middle	Candace Smith ESE VE2nd Grade Oriole Beach Elementary	Linda AndrewsDebra Sims BAC/ESETSA/Program Facilitator Berryhill Complex
Lily Ewens SecretaryClerical Data I Gulf Breeze High	Patti Peacher (Administrator) Coordinator – Virtual School Virtual Education Program	Balinda Cook Office PersonnelSectretary III, PDC
Amanda Leddy Music Hobbs Middle	Martha GoughCaryn Bell Reading CoachLanguage Arts Pace High	Carol Rich Secretary III Student Services

Inservice Teacher Education Program Plan

Needs Assessment of Certified Personnel

District Program Evaluations

The District's priorities are identified through Standardized Test Data, School Needs Assessment Forms, School Improvement Plans, District Strategic Plan, District and School Survey data, Administrative and Instructional Evaluation data, and Classroom Observation data.

All programs are being modified to ~~meet Next Generation and~~include Common Core Standards and research-based Marzano strategies to ensure that we maintain highly qualified teachers and utilize data as the driving force for all sustained professional development activities. Appropriate steps have also been taken to meet the State Professional Development Protocol requirements.

Professional learning program assessment is a continuous process that is data driven. Student needs will drive teacher goals, teacher goals will drive school goals, and school goals will drive district goals.

Performance Evaluations/Professional Development Plans

Instructional personnel as well as school-based and district administrators participate in year long performance evaluations, which include a goal based on student, teacher and school data. The Professional Development Plan (evaluation form) lists goals, deliberate practice, professional learning, as well as outcome data. An outcome/action research statement should be included as a part of the PDP. Portfolios to support the goal will be maintained electronically in the PGS ~~by~~ for each employee for a minimum of three (3) years. The site-based administrator along with the school leadership team will utilize the Professional Development Plans reports ~~at the school site~~ to ~~develop a~~ determine school-based needs ~~assessment~~ for professional development. A comprehensive district level professional learning plan will be formulated based on identified school needs.

State-Determined Priorities

The state has identified seven areas as priorities for Professional Development:

- Reading
- State Standards,Common Core, subject content, teaching methods
- Technology
- Assessment and Data Analysis
- Classroom Management
- Family Involvement
- School Safety

School-Focused Inservice Program

The focus of the Inservice program is to provide site-based training whenever possible. However, when too few employees at a site require a particular activity, a consortium of schools may combine teachers for the training. District-wide training will supplement school-based training when appropriate. Learning communities and Lesson Study groups are becoming a most effective means of site-based professional development to address job embedded needs and solve problems.

Priorities for 2012-2013

Program Objectives and Management Strategies

Program Objective #1 - To maintain a standards-based Professional Development process.

Management Strategies

1. The district will continue to provide training in data-analysis and continuous improvement for administrators and lead teachers based on disaggregated student data as it relates to PDP goals and school-based training needs.

2. District staff will work closely with the school leadership teams to facilitate training activities that are data driven and enhance efforts across the district.

3. The district will assist whenever possible in providing consultants and financial assistance for data driven, research-based training.

4. The district will develop a plan for implementing Common Core Standards.

5. Budget allowing, mentors and coaches will be funded by the district to provide instructional support at the school level in the areas of new teacher training, Reading, Lesson Study, Instructional Evaluation process, and Technology Integration.

6. The district will provide updated training to all groups of teacher leaders (Reading Coaches, Lesson Study Facilitators, Academic Intervention Specialists, Mentor Teachers, Technology Coaches, etc.).

7. The district will provide continued support of the Professional Growth System (PGS) to electronically maintain Inservice records, online learning, registration, implementation, evaluation, and student classroom data.

8. The district will ensure implementation and evaluation of sustained training activities addressing areas of need and district initiatives.

9. The district will continue to provide online training opportunities, video streaming clips, and other web-based resources to address identified needs.

10. The district will provide Mentor and Lead Teachers to support new and struggling teachers as well as SIP areas of need.

11. New teacher training will include follow-up training and support for first, second and third year teachers. Mentor Teachers will receive district training in providing follow-up support for beginning teachers.

12. Clinical Educator training will be required to prepare teachers to be effective student teacher supervisors prior to assignments being made.
13. The district will continue to expand Lesson Study as a job embedded professional learning model by providing a trained Lesson Study facilitator at each school site and funding to support Lesson Study cohorts.

Program Objective #2 - To provide appropriate Professional Development activities for district and school-based administrators.

Management Strategies

1. Work with assistant superintendents, district directors, and coordinators to determine administrative Professional Development priority needs.
2. Provide research-based training on the state adopted Administrative Evaluation System.
3. Encourage administrators to utilize the William Cecil Golden Website, Standards for School Leaders, ASAP modules.
4. Continue the use of ASAP as a screening tool for all applicants for the Potential School Leader Program (PSL) and for administrators applying for higher positions within the district.
5. Provide continued support for the PGS electronically maintained Adminstrative and Instructional Evaluation Systems.
6. Provide opportunities for administrators to participate in professional Lesson Study training.
7. Continue Leadership Development Institutes (Studer Group) for all administrators.

Self-Study Involvement Report

The 2011-12 school-year focused heavily on the Marzano reseach as it relates to the Teacher Evaluation System. An online teacher and administrator evaluation/observation tool was implemented. The tool documented teacher performance data and calculated the performance areas. Student achievement and survey data was also included in the online calculation for each instructional employee. Educational Support Personnel also completed online evaluations. The district designated a total of 3 professional development days during the pre-plannning week. In addition, two early release days for training were provided during the 11-12 school year. Training was coordinated at each school site with an emplasis on school needs based on data

The district provided a day and 1/2 New Employee Orientation program. District funds provided funding for stipends for all new employees to attend this program. New teachers had the opportunity to meet key district and school employees, learn about district policies, view required training videos and learn specific information about Reading and Math FCAT and Sunshine State Standards, classroom management, as well as online teacher resources and email use. The district issued revised Professional Development Folders to all instructional personnel containing valuable general Inservice information and answers to frequently asked questions concerning Inservice, recertification and ESOL. An Alternative Certification Meeting was provided to explain the district Alternative Certification Program. Monthly New Employee Orientation was provided to each new employee hired after the beginning orientation. Delivery was online using a Moodle course created in the PGS.

RTTT provided K-12 training in integrating Discovery Education resources into the science classes. Pacing Guides were initiated and introduced to the 250 teachers participating in the 2 day training session. Technology Coaches from each school were trained to provide training on the Pacing Guides at each school site. Lesson Study was a huge success, with seventeen of the thirty two schools implementing. New Lesson Study Facilitator training was provided to ensure that every site had a facilitator and kits for implementation. Additional Mentor Teachers were added to school sites so that each school has two Mentor Teachers (60 total). The focus for Mentor Teacher training was on the Marzano research base as it relates to the Teacher Evaluation System. Mentor Teachers were provided a stipend for up to 15 hours of mentoring. A minimum of one technology trainer was assigned to each school site to deliver a maximum of 5 hours of technology training based on need. Academic Intervention Specialists were placed in many schools. One Math Coach was assisgned to a middle school in DA Correct II status.

Annual elections for Professional Development Council membership went smoothly, and newly elected and/or appointed members are ready to take over their responsibilities for the coming school year.

Inservice Representatives and Site-based Administrators were provided training and work sessions during the school year. Inservice Representatives were paid a $300 stipend for the 11-12 school year.

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Common Questions About Inservice

People often have questions about whether they may earn inservice points for participating in certain activities. The general rules to follow are:

1. Do the activities relate directly to disaggregated student data?
2. Are the activities related to SIP focus areas or certification needs?
3. Would the activities meet the specific objectives of an approved Master Inservice Component?
4. Is knowledge being gained that would directly impact student performance?

Some activities commonly questioned which **do not** meet the specifications to earn Inservice points are as follows:

1. Accompanying students to meetings or contests, unless there are training activities specifically designed to increase the competencies of the sponsor as outlined in an approved component in the Master Inservice Plan.
2. Engaging in personal improvement activities, such as surviving a divorce, dancercise, exercise (physical fitness), etc.
3. Carrying out regular duties, such as cleaning out and reorganizing filing cabinets, putting up bulletin boards, serving on committees to develop curriculum guides, or writing SACS reports.
4. Using an approved component for more than the maximum number of points within a certificate validity period.
5. Attendance at any Out-of-County (meaning not sponsored through the Santa Rosa District School System) workshop, seminar, conference, etc., for which there is no appropriate component. To receive inservice points for such activities, arrangements must be made through the Inservice Office before attending.
6. Hours may be earned to receive training to review the Textbooks for Statewide Curriculum; hours may not be earned for actually evaluating materials.
7. Hours may be considered when personnel have been requested to serve on District-wide Committies where decisions are being made that impact or relate to student classroom performance.
8. Inservice points may not be earned for time spent working with practicum or student teachers.
9. Follow-up activities should be completed for all sustained training which is usually 10 - 15 hours in length and data driven by nature. Shorter training sessions may also require follow-up if the information impacts student performance. Examples: program implementation, teaching strategies, classroom management, etc.

Educational Support Program Plan

Educational Support Staff are encouraged to attend any professional learning opportunities offered by the district.

The components found in this portion of the Master Inservice Plan are not useable for recertification purposes for instructional and administrative personnel. Instructional and administrative personnel may attend Inservice activities held under the support staff components, but may not receive points for attendance for recertification purposes.

All Educational Support Personnel as well as those who are required to complete the Para - professional requirements may attend and receive credit for any content-based training that meets the Para - professional specification. Records of attendance and component numbers will be maintained in the same manner as for instructional personnel. Actual number of hours attended may be posted for Educational Support Personnel as specified.

Needs Assessments For Non-Instructional Personnel For 2012-17

District directors, coordinators, and their staff members will review the School Improvement Plans and school needs assessment forms in order to determine Inservice needs for the 2012-17 school years. Copies of School Improvement Plans are available in the office of the Assistant Superintendent for Instruction and at the Professional Development Center.

Data Collection Plan

The data collection requirements are as follows:

1. Each component will specify whether there is a particular means of participant evaluation required.
2. In most instances, the consultant's decision of completion of the activity will be indicated in PGS and no further documentation will be maintained.
3. Training documentation should be maintained for a minimum of five years.

Inservice Program Overall Evaluation Plan

At the conclusion of each workshop, participants will complete the online evaluation through the Professional Growth System (PGS). These evaluations are monitored by the consultant and used for improvement purposes.

Management Strategies to Implement Plan

It is the mission of the Santa Rosa District Inservice Program to plan, implement, coordinate, and evaluate a program of systematic activities based on data at the district level, school level and employee level designed to increase the knowledge,

skills, and attitudes which will enable all school board employees to perform their assigned duties, or duties to be assigned, with maximum effectiveness.

Program Objective: Training needs for all personnel, including support personnel may be found in the School Improvement Plans and/or in the district staff needs assessment information.

Management Strategy: Workshops will be planned for support personnel throughout the year as needed.

Management Strategy: Whenever possible, logical groupings of non-instructional personnel will be designated to develop district-wide training that will meet specific needs. However, when the training needs are more general in nature, support personnel may take the same training as instructional personnel.

Management Strategy: Programs offered at the Locklin Technical Center offer high quality related training that support staff may participate in for Inservice credit. Inservice components are available to cover this very high quality instruction, and non-instructional personnel may obtain training through this means.

Management Strategy: Online opportunities will be increased for professional development delivery.

The Professional Orientation Program

The Professional Orientation Program Plan is considered a part of the Master Inservice Plan, but because of its nature and use, it is printed separately. Copies are available upon request from the Personnel Office.

District Program

The District New Principal Preparation Program is printed as a separate document. Copies are available from the Personnel Office.