

Master Inservice Plan For

20154-2019

Revised ~~May~~July, 2014



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
201~~52~~-20~~2047~~

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 31st 24th day of July ~~October~~, 201~~43~~.

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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.
- SB1108

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: Basic Workshop
~~Art: Comprehensive Art Education (CAE)~~
Assessment: Classroom Managed Assessment
Assessment: Closing the Loop [\(Online\)](#)
Assessment: Data Analysis
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~~
~~Behavior: Non-Violent Crisis Intervention CPI~~
~~Blackbelt CCSS Trainer Training: Standards-Based Curriculum, Assessment and Instruction~~
Bus Driver Training for Instructional Personnel
Chemistry: Content for Test Prep Grades 6-12
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
Data Analysis: School-Based Inservice
Early Head Start: Pre-K Education
Educator Swap Shop
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

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General Knowledge English: Content for Test Prep

ESOL: Update (Not Bankable)

Guidance: Improving/Maintaining Guidance & Counseling Skills

Health: Athletics Personnel Update

Health: Child Abuse and Neglect Skills

Health: Physical Education Update

Health: Physical Education/Safety Athletics Personnel Update

Health: Physical Education/Recreation/Dance/Safety: Conferences

Health & Wellness Workshop

[Health & Wellness Workshop School-Based](#)

Integrated Services

[Integrated Services: Addressing Poverty](#)

Integrated Technology Learning Communities: School-Based Inservice

Integrated Technology: School-Based Inservice

[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

Leadership: Administrative Evaluation Training Doug Reaves/State Adopted Research

Leadership: District Instructional Planning Committee Meetings

Leadership: Instructional Evaluation/Observation Training (Marzano Model)

Leadership: PMDN Inservice Activities

Leadership: Standards for School Leaders

[Leadership: Potential 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-Based Curriculum, Assessment, and Instruction for Administrators](#)

Leadership: Standards for School Leaders [\(WCG Online Modules\)](#)

LEADERSHIP: Studer Group Evidence-Based Leadership and Evidenced-based Classroom Learning

Leadership: Update

[Lesson Study](#)

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: 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 Multiple Domains (Online)
 Mathematics: Florida State Adoption Standards Number Sense Operations (Online)
~~Math: For Families Trainer Training~~
~~Math: Florida Sunshine State Standards Strand B Measurement~~
~~Math: Florida Sunshine State Standards Strand E Data Analysis and Probability~~
 Media: Annual Library Media Update
 Media: FAME/DOE/SOLINET/ALA Training/PLAN
 Mentoring: Coaching
~~Music: Choral Music Education~~
 Music: Instrumental Music Update
 Music: Methods & Trends
 New Teacher Training
 New Teacher Training: School-Based Inservice
 NJROTC: Leadership Academy Instructor Skills
 Physics: Content for Test Prep Grades 6-12
 Pre-Kindergarten: Update
~~Professional Development: Proactive Grant Seeking~~
 Professional Development Project
~~Professional Learning Communities: Organizing for School-Wide Change K-12~~
~~Professional Learning Communities: Organizing for School-Wide Change K-12 Math~~
~~Professional Learning Communities: Organizing for School-Wide Change K-12 Reading~~

Professional Learning Communities: Organizing for School-Wide Change K-12 Technology

Professional Practices

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 Content 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-Trainer A Project of Just Read Florida

Response to Intervention

Response to Intervention/Multi-Tiered System of Supports (Online)

Response to Intervention: School-Based Inservice

Safety and Security

Safety and Security (Online)

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 Psychology: Maintaining/Improving Assessment & Evaluation Skills School

Psychology: Methods & Trends

Science: Advanced Placement Training Institute

Science: FCAT Preparation Through Science

Science: Laboratory Safety

Science: Methods & Trends

Science: Methods & Trends School-Based Inservice

Science: Project Learning Tree

Science: Science Education

Social Science: Content for Test Prep Grade 6-12

Social Studies: Advanced Placement Training Institute

Social Studies: General Workshop

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)~~

Team Teaching

Technology: Advanced Web Site Development

Technology: An Introduction to Technology

Technology: Annual Technology Activities

~~Technology: Basic Keyboarding~~

~~Technology: ClassWorks Gold~~

~~Technology: Creating Web Pages~~

Technology: Databases

Technology: Desktop Publishing

Technology: Discovery Education

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

~~Technology: Interactive Use of Videos in the Classroom~~

Technology: Internet Safety (Online)

Technology: Introduction to Windows ~~XP~~

Technology: Making Technology Happen Principals Institute

Technology: Master Digital Educator Integrated Technology

Technology: Online Professional Development

Technology: Office Productivity Tools

Technology: Presentations

Technology: SMART Gradebook Training

Technology: Spreadsheets

Technology: SuccessMaker Enterprise (SME)

Technology: SuccessMaker Enterprise (Math)

Technology: SuccessMaker Enterprise (Language Arts & Reading)

Technology: SuccessMaker Enterprise (Science)

Technology: The Making of a Technology Rich Classroom

Technology: Trainer Training

Technology: Troubleshooting, Maintaining and Upgrading PCs

Technology: Virtual Online Teaching

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
Vocational: Educators in the Workplace
Vocational: On-the-Job Work Experience
Vocational: Update
Vocational: Vocational/Adult Educators Workshop

ESE Components

ESE: Adaptive Physical Education
ESE: Behavior Management
[ESE: Best Practices for New Teachers of Gifted Students](#)
[ESE: Best Practices for New Teachers of Gifted Students \(Online\)](#)
ESE: Best Practices for (SwSCD) Students with Significant Cognitive Disabilities
ESE: Best Practices for Teachers of Visually Impaired Students
[ESE: Best Practices for Teachers of Visually Impaired Students \(Online\)](#)
ESE: Best Practices in Intellectual Disabilities
ESE: Best Practices in Sign Language Interpreting
ESE: Best Practices in Sign Language Interpreting (Online)
ESE: Best Practices in Special Education
ESE: Best Practices in Special Education for Occupational, Physical Therapists and LATS
[ESE: Best Practices in Special Education \(New ESE Teacher Orientation\)](#)
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 Assistive Technology
ESE: Effective Use of Technology
[ESE: Gifted Practices for Dual Exceptionalities](#)
[ESE: Gifted Practices for Dual Exceptionalities \(Online\)](#)
~~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: Liaison Training](#)
~~ESE: Non-Violent Crisis Intervention~~
ESE: PDA: Assessment And Evaluation (Online)
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)
ESE: PDA: Interpersonal Interactions And Participation (Online)
~~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 (Online)
ESE: PDA: Positive Behavioral Support (Online)

[ESE: PDA: Technology for Student Success: An Introduction \(Online\)](#)
[ESE: PDA: Technology for Student Success: Assistive Technology \(Online\)](#)
 ESE: PDA: Transition (Online)
 ESE: Pre-Kindergarten Education Update
 ESE: Pre-K Learning Communities-Organizing for Change
 ESE: Restructuring ESE Services-Strategies for Inclusion
[ESE: SB1108-Autism Spectrim Disorder-High Functioning \(ASDHF\) in the General Education Classroom](#)
[ESE: SB1108- Best Practices in Special Education \(Online\)](#)
[ESE: SB1108-College Coursework Content](#)
[ESE: SB1108-College Coursework Generic](#)
[ESE: SB1108-Functional American Sign Language](#)
 ESE: SB1108- School Improvement: ESE Inservice Vouchers
 ESE: SB1108-PDA: Formative Assessment Process for Differentiating Instruction
 ESE: SB1108-PDA: Introduction To Differentiating Instruction: Responding To All Learners
[ESE: SB1108-PDA: Technology for Student Success: An Introduction \(Online\)](#)
[ESE: SB1108-PDA: Technology for Student Success: Assistive Technology \(Online\)](#)
 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

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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: 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(Online)
~~ESOL: A Beginning for All Educators 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—Instructional Leadership~~

ESOL: For Administrators & Guidance Counselors Accountability ([Online](#))

ESOL: For Administrators Cultural & Communication ([Online](#))

ESOL: For Administrators-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) (Online)

~~ESOL: Testing and Evaluation (Assessment) (Online)~~

ESOL: Testing and Evaluation (Online)

~~ESOL: TEACH Content Video 2: Integrating Method for ESOL Instruction~~

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)

Components Not Useable for Recertification

~~Assistants/Volunteers/Paraprofessionals~~

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)

~~Paraprofessional: Assistants/Volunteers/Paraprofessionals Training~~

Service 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 job-embedded 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 administrator and teacher will complete a needs assessment based on disaggregated student data and write a Professional Development Plan goal that outlines individual training needs, and School Improvement Plans (SIP). District and site-based administration will provide structure staff development opportunities in a variety of delivery modes to address as many of the identified needs as possible. Learning Communities will be the preferred delivery model for job-embedded professional learning. Other training models such as lesson study, action research and online training are encouraged as follow-up to professional learning community work. a means of job-embedded professional development for all employees. All efforts will be made to provide site-based professional learning opportunities that relate directly to the needs assessment.

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.

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

District

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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. Any inservice activity recorded in PGS for less than one hour must receive approval from the district inservice staff.~~ "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 district 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. ~~If a participant has an emergency situation the trainer may provide an outside assignment to make up the time missed.~~
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.

School-Based

Each school is assigned an inservice representative who has been district trained to coordinate the inservice records at each school site.

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

1. Choose professional development opportunities that meet individual goals on the professional learning plan.
2. Sign in on the school-based roster for each session.
3. Participate in the maximum number of hours offered. Individuals should communicate with the facilitator if they are unable to attend or need to leave early.

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. 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

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numbering

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 outside 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 list of available learning opportunities 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:

- Knowledge Acquisition: Workshop- training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- Electronic, Interactive (includes facilitation supporting development/application on the job)
- Electronic, Non-interactive (knowledge transmission/training but no job embedded implementation supports)
- Learning Community/Lesson Study Group (where job embedded collegial support processes are core learning delivery methods)
- Independent Inquiry (includes development, Action Research, Creating PD or teaching resources with intended application outcomes specified)
- Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- Implementation of "high effect" practice(s) monitored with structured feedback from peer, coach, or supervisor)
- Job-Embedded Workshop training event or process focused on modeling and supporting new/improved practices being successfully demonstrated on the job
- Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans, Leadership Plans, or School Improvement Plans
- Problem-Solving Process

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- ~~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~~

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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: will meet one of the following evaluation criteria:

- ~~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~~
- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process(mentoring/feedback on the learning-may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)
- Collaborative Planning- Monitoring and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- Participant Product related to training or learning process (May include lesson plans, written reflection on lessons learned, audio-video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- Electronic-interactive- with on-going monitoring and feedback via online or face-to-face facilitation on targeted
- Electronic-non-interactive- with learning monitored through online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

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- Evaluation of Practice Indicators- The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning

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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 D~~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)

Documentation includes evaluation of the impact and/or fidelity of implementation of the professional development:

- Changes in instructional or learning environment practices implemented in the classroom or directly with students(observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or PDP growth targets, and/or district or school level processes for tracking student progress
- Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)
- Changes in student services/support practices
- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
- Fidelity of Implementation of the professional learning process (where impact on the job is not or cannot be observed or measured, evaluation is on alignment of

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actual training/development with planned high quality professional learning design and specific learning objective(s)

- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPS practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
- Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analysis, sharing practices with colleagues)

Documentation includes evaluation of student impact:

- Results of state or district-developed/standardized student growth measure(s)
- Results of school/teacher-constructed student growth measures(s) that track student progress
- Portfolios of student work
- Observation of student performance
- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth
- Did not evaluate student outcomes as “evaluation method staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component
- Did not evaluate student outcomes due to absence of a reliable, valid and measureable cause and effect relationship between the professional development and impact on students

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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 (20 of which are ESE approved SB 1108 coursework) 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 relative district department 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.

1. All new employees will ~~receive basic Inservice information~~ complete a new employee orientation. ~~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.

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2. 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.

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3. 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.

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

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 district 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 Home Page should be completed to request trainer hours.

~~District or School Trainers serving as f~~**Facilitators** participating in Professional Learning Communities, 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

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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 ~~by the district inservice office, 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 13-19 students
\$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~~school or district departments 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~~school or district departments 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 to receive inservice points. Should a participant miss greater than the ~~allowable amount~~permissible hours and if the participant is able to coordinate a plan for making up the required work, full points may still be granted. ~~No stipend pay~~

~~will be granted for absence time when the time missed goes beyond the one-tenth allowed.~~ If a stipend is offered, participants who miss any portion of an inservice will be paid stipends for the hours attended.

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.

~~2013-2014~~2014-2015 Professional Development Council

Membership

Elected Members

Elementary

Shelley Mann
4th Grade, Gulf Breeze Elementary

Adriane ~~M. Chambers~~ Majzun,
1st grade, Rhodes Elementary

Allison Daseler
Kindergarten, Chumuckla Elementary

~~Brenda Gail White~~
~~3rd Grade, Chumuckla Elementary~~

Middle

~~Marilyn Koch~~
~~Library Media Specialist,~~
~~Holley Navarre Middle~~

Amy Cozart
Science
Woodlawn Beach Middle

Lisa B. Locklin
Guidance, 8th Science
Sims Middle

Jocelyn Blake
8th Grade
Hobbs Middle School

High

Tracy Murphy
Dean, Navarre High

~~Jo Lynn Wiley~~
~~Reading, Milton High~~
Merlene Loewen
Milton High School

Vicki Yelder
9th & 10th Milton High School

Vocational

Susan Kelly
Teacher, Locklin Technical Center

E.S.E.

Appointed Members

Marianne Robey, TSA
Professional Development Specialist/PDC

Wes Underwood
District Coordinator, Math & Science
~~Kenny McCay~~ Patti Petrie
District Coordinator, Literacy

Dr. Karen Barber
Director, Federal Programs

Parent Representative

Korey Bales

Citizen At Large

Bruce Baker, RE/MAX Infinity

Rebecca McBride, EdD
Department of Community Leadership, UWF

Dawn Alt
Principal, Oriole Beach Elementary

Sharon Patrick
Principal, Sims Middle

~~Farica King~~
~~Assistant Principal, King Middle School-~~
Sean Twitty
Principal, Central School

Anthea Amos
Pensacola State College

OFFICERS 2012-142014-16

Chairperson - ~~Sharon Patrick~~~~Tracey Murphy~~

Vice Chairperson - ~~Phyllis Hassell~~ Shelly

Mann

Secretary - Balinda Cook

Linda T. Andrews SEARCH Program <u>Debra Sims</u> Berryhill Administrative Complex <u>SRPE (Union Representative)</u> Renee (Carr) Peden 3rd Grade, Gulf Breeze Elementary	
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~~2013-2014~~2014-2015 School-based Inservice Representatives

Becky Nation Media Specialist Avalon Middle	Bea Bailey 2nd Grade Holley Navarre Primary	Mary G. White 3 rd Grade Pea Ridge Elementary
Jennifer Mayhair 2 nd Grade Bagdad Elementary	Bethany McWhirter <u>Gail Sullivan</u> 5th 3 rd Grade Holley Navarre Intermediate	Christie Holland 3 rd Grade Rhodes Elementary
Daphne Mitchell 4 th Grade Berryhill Elementary	Marcie Novotny Para-Pro Holley Navarre Middle	Clay Heuvelink 5 th Grade Russell Elementary
Agatha Hudgens Media Specialist Central High	Kim Patrick Pre-K Teacher T R Jackson Pre-K	Harriett Johnson Math Sims Middle
Jennifer Bailey ESE/Read 180 Chumuckla Elementary	Kim Burch AIS 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
-Terri Teschel 4 th Grade Dixon Intermediate	Rachelle McCary Secretary III King Middle	Laura Brummer 4th Grade West Navarre Intermediate
Tonya Richards ESE VE East Milton Elementary	Lisa Murphy English Milton High	Carrie Graiffis 2 nd Grade West Navarre Primary
Helen Laucella 4th Grade <u>Debbie Meaux</u> <u>ESE VE</u> Gulf Breeze Elementary	Desi Lee ESE Teacher Navarre High	Janet De Salle 6-7 Language Arts Woodlawn Beach Middle
Gayla McDonald 8th Grade/Careers Gulf Breeze Middle	Candace Smith 2nd Grade Oriole Beach Elementary	Debra Sims TSA/Program Faciliator Berryhill Complex
Lily Ewens Clerical Data I Gulf Breeze High	Patti Peacher (Administrator) Coordinator - Virtual School Virtual Education Program	Balinda Cook Secretreary III PDC
Amanda Leddy Music Hobbs Middle	Caryn Bell Language Arts Pace High	Carol Rich Secretary III Student Services

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Inservice Teacher Education Program Plan

Needs Assessment of Certified Personnel

District Program Evaluations

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

All programs are being modified to include ~~Florida Common Core~~ Standards, ~~Instructional Pillars~~ 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 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 to determine school-based needs 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.

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 Committees 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 will~~ attend the district approved Para-Pro training program, and receive credit. This training is an online offering and questions should be directed to the Inservice Office. ~~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~~2015-2020

District directors, coordinators, and their staff members will review the School Improvement Plans and ~~school needs~~educational support self-assessment forms in order to determine Inservice needs for the ~~2012-17~~2015-2020 school years. Copies of School Improvement Plans are available online on the school websites. ~~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.