

# Master Inservice Plan For 2015-20

Revised ~~July~~<sup>May</sup>, 201-~~5~~<sup>4</sup>



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  
2015-2020

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 11th~~31<sup>st</sup>~~ day of ~~July~~, June 20145.

\_\_\_\_\_  
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  
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  
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 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  
English: Content for Test Prep Grades 6-12  
General Knowledge English: Content for Test Prep  
ESOL: Update (Not Bankable)  
[FDLRS: Florida Small Group Planning and Problem Solving \(SGPPS\) Process](#)  
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

Revised ~~10/13~~ [05/15](#)

Health & Wellness Workshop School-Based  
 Integrated Services  
 Integrated Services: Addressing Poverty  
 Integrated Technology Learning Communities: School-Based Inservice  
 Integrated Technology: School-Based Inservice  
 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: 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: Connecting Math and Science  
 Math/Science: Curriculum Development Through the Use of State Standards  
 Math/Science: Flight Adventure Deck  
 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)  
 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 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 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 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  
 Survival Spanish for Educators  
 Team Teaching  
 Technology: Advanced Web Site Development  
 Technology: An Introduction to Technology  
 Technology: Annual Technology Activities  
 Technology: Databases  
 Technology: Desktop Publishing  
 Technology: Discovery Education  
 Technology: Digital Cameras in the Classroom  
 Technology: Editing Images & Creating Graphics  
 Technology: Email/Information Management  
 Technology: FETC/Exploring Educational Technology  
 Technology: Florida Digital Educator Integrated Technology  
 Technology: Integrating Tech  
 Technology: Internet Safety (Online)  
 Technology: Introduction to Windows  
 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



## 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: 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: 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: Foundations Of Exceptional Student Education (Online)  
ESE: PDA: Instructional Practices (Online)  
ESE: PDA: Interpersonal Interactions And Participation (Online)  
ESE: PDA: Language Development And Communication (Online)  
ESE: PDA: Positive Behavioral Support (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 Spectrum 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

## Components for Add-On Certification

### Coaching Components for Add-on Certification

Athletics: Care and Prevention of Athletic Injuries (Sports Medicine)  
Athletics: Coaching Theory  
Athletics: Theory and Practice of Coaching A Specific Sport

### 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: Cross-Cultural Communications (Online)  
ESOL: Curriculum and Materials Development (Online)

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: Methods of Teaching English of Speakers of Other Languages (ESOL) (Online)  
ESOL: Testing and Evaluation (Online)

### 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

Bus Assistant Training  
Bus Driver Training  
Bus Driver Training for Instructional Personnel

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

## 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 [professional development](#) needs assessment based on disaggregated student data and write a Professional Development goal that outlines individual training needs. District and site-based administration will structure staff development opportunities in a variety of delivery modes to address as many of the identified needs as possible. [Professional Learning Communities](#) ~~are~~<sup>will be</sup> 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. 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. 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 [the Professional Growth System \(PGS\)](#). 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

~~Points are awarded based on the amount of seat time for each approved Inservice activity. Any inservice activity recorded in PGS for less than one hour must receive approval from the district inservice staff. An "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. Approved inservice activities are trainings which meet the following:~~

- 1.Aligns with a School Board and Professional Development Council approved component for recertification
- 2.Meets the minimum time limit
- 3.Meets the state requirements relative to student performance change

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.
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. ~~Complete Participate in~~ an appropriate follow-up activity. A follow-up is applicable if the training impacts student performance or is sustained for at least 10 hours. ~~or impacts student performance.~~
5. Complete the online ~~evaluation survey, evaluating~~ of the district Inservice activity through PGS.

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. If a participant needs to drop the course within 24 hours of the training, they should contact the course facilitator for assistance in dropping the course.

**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 and inservice points will be marked in PGS by the facilitator or coordinator responsible for the inservice activity after appropriate follow-up activities and surveys have been completed inservice hours will be awarded. in PGS. After all appropriate follow-up activities and surveys have been completed, inservice hours will be awarded.**

## School-Based

Each school is assigned an inservice representative who has been district trained to coordinate the inservice records at each school site. Points are awarded based on the amount of seat time for each approved Inservice activity. Any inservice activity recorded in PGS for less than one hour must receive approval from the district inservice staff.

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.
- ~~2.~~ 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

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.

## [SB 1108](#)

[The district has established a systematic process to meet SB1108 qualifications. Approved resources at no cost to the employee are available for use in meeting this requirement. These resources are located on a link off the district homepage. The district will regularly send email notifications regarding SB1108 resources. A certificate of completion or district sign-in sheet must be provided to the Inservice Office for inservice points to be awarded. Contact the Inservice Office or ESE Department for additional information.](#)

## 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:

- 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
- 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



~~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~~

## 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. ~~This documentation will meet one of the following evaluation criteria:~~

- ~~• 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
- ~~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

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. 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 [follow-up](#) evaluation survey provided in the Professional Growth System (PGS). 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 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

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 Resources Department should be contacted for all ~~Inservice issues~~[questions](#) 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 Resources Office will provide the Department of Education the inservice information for [recertification](#) ~~the extension~~. [Certificate renewal forms may also be completed online, or printed and mailed by the employee.](#)
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 [at 983-5112](#).
4. Individuals planning to renew a certificate through college coursework should contact the Human Resources 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~~[four](#) areas for teachers to extend certification areas without attending college courses. These areas include Gifted, ESE, Reading, ~~and ESOL, and Athletic Coaching~~ certification. Procedures for [completing an add-on endorsement](#) ~~adding Gifted, ESE, Reading or ESOL~~ should be coordinated through the relative district department. The Inservice coursework should follow the components listed under each category in the Master Inservice Components.

[The Master Inservice Plan provides an additional certification area to those individuals who do not currently hold a valid teaching certificate but wish to be employed as an athletic coach within the district. Courses provided in the Athletic Coaching Endorsement may be taken by current employees who hold a teaching certificate as well as those working toward their endorsement.](#)

## 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 [all active employees as well as](#) 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 complete a new employee orientation. Deadline information will be noted during the training and will be followed closely.
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.
3. To receive professional development credit relative to the Professional Development Plan for evaluation purposes, inservice must be reported prior to May 1<sup>st</sup> 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.**

### 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.

**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, 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 1<sup>st</sup> 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 by the district inservice office. .

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.

### 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, 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 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 permissible hours and if the participant is able to coordinate a plan for making up the required work, full points may still be granted. 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 15<sup>th</sup> for approval for June 30<sup>th</sup> certificate renewal. Upon approval the Inservice Office will post the earned points on PGS.

2014-2015 Professional Development Council Membership	
Elected Members	Appointed Members
<u>Elementary</u> <del>Shelley Mann</del> <del>4<sup>th</sup> Grade, Gulf Breeze Elementary</del> <a href="#">Kimberly McCullough</a> <a href="#">Gulf Breeze Elementary</a>	Marianne Robey, TSA Professional Development Specialist/PDC  <a href="#">Shelley Mann</a> <a href="#">Instructional Technology Specialist/ PDC</a>
Adriane Majzun, 1 <sup>st</sup> grade, Rhodes Elementary	Wes Underwood District Coordinator, Math & Science
Allison Daseler Kindergarten, Chumuckla Elementary	- Patti Petrie, District Coordinator, Literacy
<u>Middle</u>	Dr. Karen Barber Director, Federal Programs
Amy Cozart Science Woodlawn Beach Middle	<u>Parent Representative</u> Korey Bales
Lisa B. Locklin Guidance, 8 <sup>th</sup> Science Sims Middle	<u>Citizen At Large</u> Bruce Baker, RE/MAX Infinity
Jocelyn Blake 8 <sup>th</sup> Grade Hobbs Middle School	Rebecca McBride, EdD Department of Community Leadership, UWF
<u>High</u> Tracy Murphy Dean, Navarre High	Dawn Alt Principal, Oriole Beach Elementary
Merlene Loewen Milton High School	Sharon Patrick Principal, Sims Middle
Vicki Yelder 9 <sup>th</sup> & 10 <sup>th</sup> Milton High School	- Sean Twitty Principal, Central School
<u>Vocational</u> Susan Kelly Teacher, Locklin Technical Center	Anthea Amos Pensacola State College
<u>E.S.E.</u> Debra Sims Berryhill Administrative Complex	OFFICERS 2014-16 Chairperson - Sharon Patrick Vice Chairperson - Shelly Mann Secretary - Balinda Cook
<u>SRPE (Union Representative)</u> Renee (Carr) Peden 3rd Grade, Gulf Breeze Elementary	

## 2014-2015 School-based Inservice Representatives

Becky Nation Media Specialist Avalon Middle	Bea Bailey 2nd Grade Holley Navarre Primary	Mary G. White 3 <sup>rd</sup> Grade Pea Ridge Elementary
Jennifer Mayhair 2 <sup>nd</sup> Grade Bagdad Elementary	<del>Gail Sullivan</del> Terry Subzwari Teacher Grade 5 Holley Navarre Intermediate	Christie Holland 3 <sup>rd</sup> Grade Rhodes Elementary
Daphne Mitchell 4 <sup>th</sup> Grade Berryhill Elementary	Marcie Novotny Para-Pro Holley Navarre Middle	Clay Heuvelink 5 <sup>th</sup> 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	Karen Houser Teacher/PE Jay High	Christy Bean Reading Santa Rosa Adult
Terri Teschel 4 <sup>th</sup> Grade Dixon Intermediate	Rachelle McCary Secretary III King Middle	Laura Brummer 4th Grade West Navarre Intermediate
Kelly <del>Banfett</del> Hayes Teacher, ESE, Pushin/Read 180 East Milton Elementary	Lisa Murphy English Milton High	Carrie Griffis 2 <sup>nd</sup> Grade West Navarre Primary
Debbie Meaux ESE VE Gulf Breeze Elementary	Pat Bannister Library Media Specialist Navarre High	Janet De Salle 6-7 Language Arts Woodlawn Beach Middle
Heather White Teacher 8 <sup>th</sup> 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 (no stipend)	Balinda Cook (no stipend) Secretary III PDC
Amanda Leddy Music Hobbs Middle	Caryn Bell Language 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, 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 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 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 Plan 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.
- ~~9.~~10. Inservice points will not be awarded for training time related to areas of service that aren't related to student performance. Examples: bus driver training, custodial training , maintenance training, 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 will attend the district approved Para-Pro training program.. This training is an online offering and questions should be directed to the Inservice Office. 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 2015-2020

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

## 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.