Santa Rosa County District Schools

Professional ~~Development~~ Learning System 20~~20~~19-202~~1~~0

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Introduction and Purpose

Florida Statute 1012.98 requires that districts develop and submit a professional development system for approval by the Department of Education on an annual basis. "The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce."

Please Note: Due to COVID-19 concerns, the Individual Professional Development Plan for Administrators and Teachers was not implemented.

Our District's Professional Development System focuses on disaggregated student data identified at the individual educator, school, and district level. Mentor Teachers, Reading Coaches, Math Coaches, Academic Intervention Specialists, TIP Teacher Leaders, Technology Integration Coaches and other district identified teacher leader groups are continuously trained and supported at the district level to provide each school community with on-site professional development and intervention strategies that addresses their specific needs. Every attempt is made to provide funding or district resources to fully address identified needs that are based on current research strategies. In many instances, district budgets are pooled to enable effective and efficient professional development delivery for all stake holders.

Focus on College and Career Ready Students

Santa Rosa District Schools has long been committed to quality professional development for teachers, support staff, and administrators that promotes proficiency improvements of individual educators and school-based teams by providing a Pre-K-12 learning environment and instructional supports that results in college and career ready students. This system works to reflect our commitment to the philosophy that all personnel can and should work to improve their performance on a continual basis, based on student data, school improvement data, certification needs, and teacher improvement needs. The district shall focus on fidelity of implementation of priority initiatives and other major district systems designed to result in student success through an emphasis on:

- Standards-based instruction

- Instructional strategies
- STEM/STEAM strategies
- Contemporary research-based instructional practices for improving student engagement, rigor, and persistent effort to master academic standards.
- Contemporary research-based leadership practices for improving instructional leadership and faculty development.

This system is comprised of what we actually do and includes school-based learning cultures, organizational supports, and deliberate practice promote professional learning and align with the district's vision for college and career ready students.

The Professional Development System designed for our district integrates the Administrative and Instructional Evaluation Systems with the Professional Learning Catalog. In alignment with state and national Professional Development Protocol, the Administrative and Instructional Evaluation Systems are aligned with Individual Professional Development Plans (MyLearning Plan). All Individual Teacher and Administrator Professional Development Plans are aligned and linked with student and personal needs, based on appropriate data sources. MyLearning Plan clearly identifies the goal(s) set, deliberate practice, and professional development needs. An outcome/action research statement finalizing the MyLearning Plan will provide a means to help make correlations regarding the impact of professional development on student learning and identify further professional learning needs for each employee. Each employee will maintain a portfolio that contains data sources documenting beginning and ending data for a minimum of three years. The portfolios are maintained electronically on the MyPD system provided by the district. Professional development for all instructional personnel should clearly relate to specific student performance data for currently assigned students, School Improvement Plan (SIP) or District Strategic Plan goals. Learning opportunities at school sites and the district level, both face to face and online provide for professional collaboration that encourages teachers to participate in such as learning communities, lesson study, action research and mentoring and coaching. Each of these collegial practices helps to align the work being done and provide clarity that points back to the mission of "college and career ready students."

Priority Shifts in Professional Development

Santa Rosa District Schools' professional development system is a detailed plan for teachers, administrators and district leaders to focus on individual growth and success of school improvement and district initiatives. We are creating a paradigm shift in teacher and administrator reflection as they focus on deliberate practice and reflection of their own teaching as a part of MyLearning Plan. Teachers and administrators begin the year by describing their professional learning plan which includes both a student achievement and professional growth goal, identifying their need for specific professional development and the correlation to student achievement. Teachers and administrators reflect mid-year on professional development taken thus far and provide feedback to the district on professional development needs. Additionally, this reflection provides a time for teachers and administrators to identify how the professional learning has impacted student performance and the changes in teacher practice that has occurred. As teachers reflect mid-year, they are able to adjust their professional learning to help them meet their student achievement and professional growth goals.

The school-based focus of professional learning has broadened to incorporate collaborative job-embedded training for teachers and administrators. PLCs, Lesson Study and Action Research will continue to be a natural part of the work-day. Online, collaborative learning opportunities bridge the gap between knowledge acquisition workshops and team collaboration. Administrators are collaborating with teachers and district professional development leaders to focus on data driven professional learning needs. Instructional strategies, Florida Standards as they relate to Marzano's Teaching strategies, and STEM/STEAM strategies continue to be the focus for district-wide professional learning. The goal being meaningful job-embedded professional learning that focuses directly on teacher and student classroom needs. The shift in professional development will be ongoing as teachers continue to incorporate these empowering job embedded learning opportunities into their My Learning Plan and strive to build a deeper understanding of the state standards.

Capacities Employed in the Professional Development System

Santa Rosa District Schools builds a professional learning culture in each school by equipping administrators and teacher leaders with the knowledge and skills to provide effective job-embedded professional learning opportunities. The fidelity

of implementation of statutes, State Board of Education (SBE) rules, and district and state initiatives related to student performance and growth, educator proficiency and certification and professional learning is a high priority in Santa Rosa District Schools. Administrators and teacher leaders are kept abreast of the newest professional learning designs to ensure fidelity of job-embedded collaborative learning.

Student achievement and college and career readiness is increased with professional learning opportunities in research-based classroom instructional strategies by Robert Marzano and leadership strategies developed by Douglas Reeves. Florida Standard strategies promote rigor and relevance through standards-based instruction. These strategies are embedded in all professional learning throughout the district to insure proficiency.

The district continues to develop training in specific reading instruction and intervention strategies at both the school and district level to meet the upcoming state requirements for HB7069. Opportunities will be offered at the school level as well as the district level in both the online and face-to-face platform. The district will research and identify any trainings outside of the district which meet the state requirements and provide teachers with information about those opportunities. An on-going list in MyPD of the trainings which satisfy the state requirements for specific reading instruction and intervention strategies will be provided for all teachers. Additionally, the district ~~will~~ has created a separate line on PD transcripts to show the current total of points earned for the specific reading instruction and interventions strategies. Vouchers for training received outside of the district which meet the state requirements will be approved by the district Literacy Department prior to awarding the points.

Deliberate Practice is an integral part of the Instructional and Administrative Professional Development Plan and the fidelity of the practice is monitored by district and site-based administrators. These evaluators have been trained in district and state initiatives and state board rules as they relate to student performance, educator proficiency and professional learning. Through routine meetings and classroom observations, administrators can support educators and help provide a learning culture in each school. Teacher leaders are identified and trained as facilitators in research-based strategies throughout the district. These

leaders build a cohort that will in turn train others in collegial practices and support the learning organization and a school-based learning culture.

The TIP (Teacher Induction Program) Teacher Leaders are classroom teachers selected by their administrator to serve as mentors for the new (1-3 year) teachers at their school site. Schools have one TIP Teacher Leader for every 8 new teachers. These TIP Teacher Leaders provide mentorship throughout the school year for daily or weekly support. This on-site access to mentors provides the new teachers with targeted opportunities for support for content, instructional strategies, classroom management and induction activities. TIP Teacher Leaders are also a good resource for new teachers in learning the requirements of teacher evaluations and professional development as well as specific needs for their school site. TIP Teacher Leaders attend district training sessions that provide the guidelines, tools and resources needed to mentor new teachers. This training is scheduled throughout the year to provide district support for the teacher leaders. Inservice hours are awarded to both the mentor and the mentee for the hours spent during the mentoring of new teachers.

District Mentors have been placed in schools to support the Alternative Certification teachers in our district. These 10 mentors travel throughout the district meeting with their assigned Alternative Certification candidate on a weekly basis. They provide support in classroom management and instructional strategies. District Mentors also facilitate and maintain the records for the state supported Alternative Certification coursework.

The district provides the building blocks for teacher leaders to become new administrators while continuing to provide the current administrators with the necessary tools to move to the district level and begin using their expertise, effort and decision-making for continuous improvement. The teacher leader and administrative trainings include the Florida Educator Accomplished Practices (FEAPS), Florida Principal Leadership Standards (FPLS), the Florida Professional Development Standards and the Code of Ethics of the Education Profession in Florida. The district provides Potential School Leader training which provides teachers the opportunity to learn about the district and state initiatives as well as the necessary steps to becoming an administrator in the district.

The district maximizes the work day by creating a common planning time at the beginning or end of the school day for all employees. The district provides a technology infrastructure that increases the accessibility and efficiency of professional learning and collegial collaboration through wireless access and updated devices and hardware.

District leaders stay abreast of the state initiatives by participating in state-wide conferences and meetings such as the Florida Association of District School Superintendents (FADSS), Learning Forward Florida (LFFL), Florida Association of Media Educators (FAME) and other DOE supported webinars and meetings. The district has an annual Administrative Conference at the beginning of the year with monthly follow-up sessions throughout the year. These learning opportunities provide all administrators with leadership strategies that promote rigor and relevance through standards-based instruction.

Deliverables for the Professional Development System

The deliverables of the Professional Development System can be found in the electronic records in the MyPD system. Employee professional development plans are created and stored in MyPD. All professional learning opportunities are recorded in the MyPD system. District provided training is announced and recorded using this system. Educators may request inservice for training taken outside of the district through the MyPD system using the electronic Voucher process. Educators tie their professional development to their MyLearning Plan through this portal. Educational resources are available online to assist teacher with implementation of new skills.

Course implementation and evaluation data is collected in the MyPD system. District professional development leaders generate reports to ensure the fidelity of implementation and impact. School leaders generate reports on the implementation and reflection recorded in the professional development plan to maintain a targeted focus of learning. Both district and school leaders further generate reports and monitor teacher professional development needs or completion status of professional learning deliverables. These reports and review of the completed trainings and deliberate practice allow schools and the district to make purposeful decisions in the future as to the relevance of learning opportunities.

Development Process

The Professional Development Advisory Council meets regularly throughout the school year to discuss professional development concerns and new items for consideration in this document. Through presentations and discussion, the council members advise the district on changes and additions to the Professional Development System.

The Professional Development Advisory Council (PDAC) is comprised of five teachers, ~~three educational support staff~~ and an administrator from each grade band of elementary, middle school and high school, three educational support staff and one Vocational staff member. These members are chosen by their peers through an online election process held at the end of each school year. This process allows all employees to participate in every step of the election process from nomination through voting. Community colleges, state universities, union representation, business and community representatives are invited to send a representative to sit on the council. District staff from each of the instructional departments are appointed to the council to provide information that is timely and specific to what is happening in the district. The Santa Rosa District Schools Professional Development System with the Professional Learning Catalog embedded are State and School Board approved annually.

Major Components of the System

Planning

All professional learning activities offered by the district are planned using research-based models of professional learning. The training is facilitated by qualified teachers or administrators to insure high-quality professional learning. Professional learning that impacts student performance or extends 10 hours or more requires that teachers complete an implementation of skills learned in the training. The courses are monitored and evaluated by the facilitator to ensure the fidelity of impact and implementation. The district MyLearning Plan includes a step for teachers to reflect on their professional learning during the year and address the impact on student performance as well as the changes created in their teaching methods.

My Learning Plan for Teachers (Appendix A)
My Learning Plan for Administrators (Appendix B)

District and School-Based Facilitators are trained to integrate general teaching strategies, Florida Standards, and Marzano's research-based strategies into all workshops. ESOL and ESE strategies will be embedded into workshops whenever applicable.

Data sources used to determine which professional development will be offered in the district will include, but are not limited to:

- Student achievement data
- Teacher learning needs survey
- District initiative plans
- School discipline data
- School environment surveys
- School Improvement Plans
- Teachers Learning Plans
- Appraisal data for personnel

The school-based administrators should work with the school's leadership team, Inservice Representative, and district coordinators to plan and implement school-based inservice activities that are required to meet individual and school-wide professional learning goals.

Professional development, used for the My Learning Plan goals, should be completed between May 1 of the previous school year and April 30 of the current school year. This provides for summer training to be implemented during the next year. Sustained trainings should
be finalized before the May 1 deadline to ensure participants have enough time to implement new skills in the classroom.

Santa Rosa District Schools ensure that all trainings have a recorded primary purpose to identify for whom the training is created. State codes allow for the following areas:

- **Add-on Endorsement**

- **Alternative Certification (Professional Development Certification Program)**
- **Florida Educator Certificate Renewal**
- **Other Professional Certification/License Renewal**
- **Professional Skill Building—Non-Instructional**
- **Approved District Leadership Development Program**
- **No certification, job acquisition or retention purposes**

This coding is recorded on the course information inside the MyPD system and will be reported to the state during the Survey 5 reporting.

Learning

It is the belief of the Santa Rosa District Schools that administrators, teachers and support personnel are essential to the educational process of our students. Therefore, we plan for and provide appropriate training for personnel as budgetary decisions are made. 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 MyPD System.

Though educational support personnel do not have professional development plans, they may receive training in any of the state approved areas. Educational Support Personnel are included in MyPD and all training attendance is documented. Educational Support Personnel have access to the professional development calendar and are encouraged to attend relevant training sessions.

Mentor Teachers

The district recognizes the importance of coaching and mentoring for teachers in training, newly hired or teachers changing positions, as well as teachers who might be struggling in their subject area. To ensure that the teachers placed in supervisory coaching and mentoring positions are qualified in that role, the following items should be validated by their immediate supervisor prior to placement.

1. Mentor has taught five or more years in Santa Rosa District.
2. Mentor has received highly effective or effective ratings (exceeds/meets expectations) for the past three years on their annual evaluation.
3. Mentor has a good attendance record.

4. Mentor has been recommended by their principal/supervisor to serve as a supervisor/mentor.

Site-Based Training

Administrators are encouraged to bring trainings to their school site to provide access for more personnel. District based coaches and specialists in the areas of reading, math, science, technology and academic intervention are available to provide training at a school-site throughout the school year. These district-based trainers will use teacher needs surveys to coordinate and schedule the appropriate trainings with administrators.

District Training

The district provides substitutes for teachers who need to leave their schools for training and participants are paid a stipend if they attend district offered trainings after school hours or during the summer. Online courses are provided as an alternative in many instances. District trainings will focus on the following state approved areas:

- Reading
- State Standards, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family involvement
- School safety

Santa Rosa District Schools ensure that all trainings have a recorded learning method to identify how the training will be offered to participants. State codes allow for the following areas:

- **Knowledge Acquisition Workshop** (limited to knowledge transmission/training focused on understanding the component's content)
- **Electronic- Interactive** (facilitation supporting development/application on the job)
- **Electronic-Non-Interactive** (knowledge transmission/training but no job embedded implementation supports)

- **Learning Community/Lesson Study Group** (job-embedded collegial support processes are core learning delivery method)
- **Independent Inquiry** (Included for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- **Structured Coaching/Mentoring** (May include one-to-one or small groups 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 Development Plans, or School Improvement Plans)

This coding is recorded on the course information inside the MyPD system and will be reported to the state during the Survey 5 reporting.

Implementing

Implementation (follow-up) activities should be completed for all sustained training. Santa Rosa District Schools identifies sustained training as training that occurs over multiple sessions (targeting a specific area or program which lasts 10 or more hours) Shorter training sessions that have a direct impact on student performance also require implementation activities.

Prior to each Inservice activity, the consultant should plan an implementation activity whereby the employee is expected to apply the knowledge and skills learned in the training to impact student achievement. Implementation and follow-up shall be identified as one of the following items for survey 5 reporting:

- **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

An implementation project/follow up activity will be completed by each participant within a month after the face-to-face training and recorded in MyPD. All follow-up and implementation information will be embedded in the online offerings to ensure a seamless implementation during course progression. This documentation may include, but is not limited to the following items:

- Professional Development Follow-up/Evaluation
- Projects/ lesson plans
- Classroom observations
- Learning community minutes
- Lesson study documentation
- Action research documentation
- Coaching/mentoring

- Interviews
- Web/electronic resources
- Classroom observation
- Online forums and discussion groups

Evaluating

A minimum of 10% of professional learning programs will be evaluated annually with the guidance of district professional development personnel. An emphasis will be placed on the evaluation of new programs to determine their impact on teacher deliberate practice, and student performance, for program continuance.

Facilitators will use survey data from sustained training that specifically addresses training implementation, relevance of the training, learning strategies employed, and student performance impact. Facilitators use the survey forms to evaluate the training, content, implementation, and as a feedback instrument that indicates which participants may need additional support, follow-up, and assistance subsequent to the training.

Evaluation methods to determine student impact will be recorded in MyPD for survey 5 reporting and will include:
- **Results of national, state or district-developed/standardized student performance measure(s)**
- **Results of school/teacher-constructed student growth measure(s) that track student progress**
- **Portfolios of student work**
- **Observation of student performance**
- **Other performance assessment(s)** (reveal impact on students including learning objectives or behavioral growth e.g., Band, Art, Chorus

Occasionally student outcomes will not be evaluated due to the following:
- **Evaluation method staff is the significantly more relevant measure**
- **Absence of reliable, valid and measurable cause and effect relationship**

Evaluation methods to determine impact on participants will be recorded in MyPD for survey 5 reporting and will include:
- **Changes in instructional or learning environment practices implemented in the classroom or directly with students**

- **Changes in instructional leadership or faculty development practices**
- **Changes in student services/support practices**
- **Other changes in practices supporting effective implementation of job responsibilities**
- **Fidelity of Implementation of the professional learning process** (where impact on 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 objectives)
- **Changes in observed educator proficiency in implementing targeted state standards or initiatives**
- **Changes in observed educator proficiency in practices that occur generally without students present**

District accepted data sources will include, but not be limited to:
- District developed/standardized student test results
- Results of school constructed student tests
- Portfolios of student work
- Checklists of student performance
- Charts and graphs of student progress
- Analysis of student performance data (outcome statements)
- Portfolios maintained by the training participants
- Documented observation
- Rubrics developed for special area curriculum
- Curriculum alignment data
- Action research
- Lesson study
- Classroom observations
- District Annual Program Evaluations
- Survey Data

The electronic records found in the MyPD system will allow district and school leaders to generate reports on the fidelity of the professional learning. This data will determine the need to continue, modify or stop the professional learning opportunities based on the evidence of effectiveness. New training opportunities will be offered by adjusting and reorganizing school and district practices based on the survey data.

Professional development plans, electronic reports from MyPD and year end meetings with school administrators and staff allow the district to monitor the fidelity of implementation and the spread of change in practice at the classroom, school and district level. Follow-up Survey data provides insight on relevance of the training, implementation of the skills learned, and impact on student performance as a result of changes made in teacher practices after the training.

Once test data becomes available, the district staff will analyze the test scores and identify training needs. Planning for professional development activities to meet the identified needs will begin immediately upon receipt of test scores at the district level. Directors and district subject area coordinators will further use the school Learning Needs Survey to verify specific site-based training needs as a direct result of the PDP process. Schools may work together to offer similar training, thus providing for better use of available training opportunities. District administrators will identify the funding source when applicable for the activity or request funding from the district professional development funds.

The district Professional Development Director and Professional Development Specialist work with the schools and district departments to annually evaluate district programs. Periodically consultants from regional or state universities provide written program evaluations that may include formal systematic consultation. However, this is not something that is economically feasible for all programs annually.

Even though My Learning Plan goals are no longer marked ongoing from year to year in MyPD, the unmet teacher needs may be addressed on the current year plan. Archived plans are available for reviewing from year to year to allow a continuous process for unmet needs. If a My Learning Plan goal is not met, specific rationale should be indicated in the outcome statement of the plan and readdressed in the next year's goal statement. This does not necessitate an unsatisfactory evaluation for the employee. However, it should indicate a focus area of need for planning.

Evaluation is a continuous and ongoing process throughout the professional development plan. This process allows for ineffective programs and strategies to be eliminated and research-based effective programs to be expanded.

The Evaluating process will consider the impact of programs and strategies on instructional performance as it relates to student achievement and behavior.

District Plan for Inservice Activities

Employees can keep track of their inservice record, Learning Plan and certification needs as well as current and upcoming training opportunities through the MyPD program. Tabs across the top of the MyPD program identify each area and provide teachers and staff with anytime, anywhere access. Employees may also contact the Inservice Secretary for answers to questions about training or 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.

Workshops advertised as having a maximum number of participants will be filled on a first-come, first-served basis. Preregistration on MyPD is required for all district inservice activities. Therefore, walk-ins who have not pre-registered are not guaranteed a seat. School Board employees take precedence over non-employees when maximum numbers are reached. Participants will be required to follow all safety protocols of the building in which the training is held. These requirements would include but may not be limited to wearing masks and socially distancing when possible.

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. 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.

Professional Learning Catalog

Santa Rosa District Schools' Professional Learning Catalog is developed and maintained for all district employees based on state adopted standards for high quality professional development as required under Section 1012.98, F.S and SBE Rule 6A-5.071, F.A.C.

The Professional Learning Catalog is maintained as a corollary for the district professional development system and provides professional educators, school support personnel and administrators opportunities to participate in effective professional learning. All trainings offered by the district are aligned with a component in the Professional Learning Catalog. The Professional Learning Catalog is redeveloped and amended as needed to include components that:

- Improve alignment with the purposes of the professional development system.
- Recognize actual improvements in effectiveness resulting from professional learning.
- Support workforce learning needs regarding state and district priorities for student progress toward "college and career ready".

The Professional Development System and the Professional Learning Catalog are annually reviewed and approved by the school board ~~by September 1~~ to ensure the content, objectives and credit hours meet our ever-changing professional development needs for the educator workforce. The district will submit a letter to the commissioner verifying the approval by October 1 of each year. A component which is developed or modified after the annual approval of the catalog shall be approved as an amendment by the district school board.

The Professional Learning Catalog can be found below.

Professional Learning Standards

Florida's Professional Learning Standards define the core expectations for high-quality professional learning systems and opportunities. They form the foundation for school district professional learning systems and catalogs. There are seven standards grouped into five domains that represent the stages in an improvement cycle.

0   Foundation

   0.1 Leadership- Professional learning requires leaders who develop capacity, create support systems and advocate for professional learning to continually improve educator practice and student outcomes.

1   Needs Assessment and Planning

   1.1 Professional Learning Needs- Professional learning includes the use of student, educator, and system data to analyze, prioritize and plan for continuous improvement of educator practice and student outcomes.

   1.2 Professional Learning Resources- Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

2   Learning

   2.1 Learning Outcomes- Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

   2.2 Learning Designs- Professional learning includes use of research-and evidence-based learning designs to continually improve educator practice and student outcomes.

3   Implementing

   3.1 Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes

4   Evaluating

   4.1 Evaluating Professional Learning- Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.

Inservice Points for Recertification

Inservice points are awarded after successful completion of a learning opportunity. One (1) clock hour of participation will equal one (1) inservice point. *The minimum amount to be recorded is a half (.5) hour for school-based and one(1) hour for district provided.* **Inservice points will be recorded in half or whole hours only.** For sustained trainings, the sum of the hours is recorded when

training is completed. Rounding up of clock time to meet the minimum recorded time is acceptable. (i.e. 25 minutes would round up to the next half; 45 minutes would round up to the next whole number)

If the facilitator chooses to assign additional activities after the training, additional hours may be awarded to accommodate this work. This additional time must be approved by the district before offering the training and be considered a valuable use of participants' time.

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 (90% attendance) 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 only for the hours attended.

This does not apply to the "school-based" trainings. School-based points are awarded based on the number of hours attended under the applicable component in the Professional Learning Catalog.

Online course participants are expected to submit 100% of the coursework with a minimum of 80% matching the specific objectives for the course.

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 MyPD 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. Those who are unable to attend due to emergencies immediately before or during the sessions should notify the facilitator to be removed from the course rather than be listed as a "Drop" or "No Show."

In-County District Level Trainings

Approved inservice activities are trainings which meet the following:

- Aligns with an approved component for recertification listed in the Professional Learning Catalog
- Meets the minimum time limit (at least 1 hour)
- Meets the state requirements relative to student performance change

 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 . Participants are expected to follow all safety guidelines for the building where the training is being held.

In order to earn points for an approved district Inservice activity, participants will:

1. Register for the activity through MyPD.
2. Sign in at a training session.
3. Be in attendance a minimum of 90% of the training. (If a participant has an emergency the trainer may provide an outside assignment to make up the time missed.)
4. Complete an appropriate follow-up activity/survey assigned by the facilitator. (more information below)
5.

Employees will receive inservice points when all of the above requirements have been met. Course completion and inservice points will be marked in MyPD 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.

Employees are encouraged to register for only the trainings they are able to attend. In the event something should come up to prevent attendance, the registrant should immediately drop the class electronically through MyPD 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, so they can plan accordingly.

School Based Trainings

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 under an approved school-based component.

School-based trainings are varied with multiple opportunities for teachers and staff to attend trainings on their school campus. In order to earn points for an approved school-based Inservice activity, a participant will:
1. Choose a training opportunity that fits your needs
2. Sign in on the school-based roster for each session
3. Attend the full session you have chosen. Individuals should communicate with the facilitator if they are unable to attend or need to leave early.

School-based facilitators should return the sign-in sheet to the school inservice representative within a few days of the training. All sign-in sheets should be turned in not later than April 30 for sustained training. The sum of points earned by teachers and staff will be recorded by the Inservice Representative before May 10 each year.

Mentoring Programs

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. 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 Inservice Office prior to May 1st of the current school year and must comply with the Mentor/Coaching Master Inservice Component.

Mentees being coached or mentored by one of the groups listed above may also receive inservice points for their participation in the mentoring process. 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.

District Facilitators

Facilitators participating in collaborative job-embedded professional learning such as Professional Learning Communities, Lesson Study, or other mentoring/coaching activities, may record participation seat time for Inservice hours.

Facilitators of face-to-face workshops or online courses may not receive inservice points for planning or creating the course materials or facilitating the full training.

Participants who share their knowledge for a short learning session during the training are not considered a facilitator and may earn points for the training.

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.
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 MyPD. 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.

District Online Courses

District sponsored online courses are offered for Inservice points throughout the year. There are three types of online courses offered throughout the year: independent, on-demand and facilitated. A list of available learning opportunities can be found in the MyPD Course Catalog. **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.**

Independent
There are opportunities for participants to bring their own learning materials into the online course. These are called independent courses. Currently, these include the areas of book studies and literature review. These courses have specific guidelines to help participants find the best way to share their learning with others. The participant does this work at their own pace and will notify the district when they have completed the documentation.

On-Demand
An on-demand course is available at any time the participant wants to take it. A self-paced course is a course that can be done in a timeframe set by the

participant. All on-demand online courses in Santa Rosa County are also self-paced courses.

In MyPD these online courses are labeled as Self-Paced and can be found in the MyPD Course Catalog. Clicking on the Start button in MyPD for that course will register the participant and it will stay on their list of participating courses until they receive credit. Participants should not click the start button for a course until they are ready to begin the course. Participants are expected to complete the course within a timely manner, working on activities on a regular basis to make the material meaningful and cohesive.

Facilitated

When taking a~~n~~ facilitated online course, participants should make every effort to stay current with their coursework. Participants will be provided with an expected schedule of activities and due dates in the course. Participants who have not submitted coursework within the first 15 days of the course time-frame will be dropped from the course by the facilitator. Once the course has started, participants that fall more than a month (4 weeks) behind will be dropped from the course.

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

~~Approval from the Inservice Office is recommended prior to registration for online coursework sponsored by an organization other than the school district for those wishing to receive inservice credit.~~ ~~To receive points for online training outside of the district sponsored online courses, there must be an approved component in Santa Rosa District's Professional Learning Catalog. 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 the certificate of completion awarded at the end of the course which should be uploaded using the electronic voucher process in MyPD.~~

Vouchers

To receive points for participation in an out-of-county training activity, there must be an approved component in Santa Rosa's Professional Learning Catalog. **The Inservice Office should be consulted prior to attending the activity to verify that a component is in place.** Documentation will be uploaded by the participant into the My Voucher tab in MyPD. Only the district Inservice Office can award points for a voucher.
To be eligible to receive Inservice points, documentation must be submitted no later than one calendar year following the activity.

Non-District Provided Online Course

~~Approval from the Inservice Office is recommended prior to registration for online coursework sponsored by an organization other than the school district for those wishing to receive inservice credit.~~ Online coursework not facilitated by the district should be reported using the certificate of completion awarded at the end of the course which should be uploaded using the electronic voucher process in MyPD.

Webinars are considered online courses, but participants bear the burden of proof for both attendance and hours earned in this learning environment. Documentation of participation and length of webinar must be submitted with the voucher request in MyPD.

Beacon and FDLRS are considered District provided and participants do not need to submit a voucher for any courses taken through these vendors.

~~To be eligible to receive Inservice points, documentation must be submitted no later than one calendar year following the activity.~~

Out of County Training

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. ~~Webinars and online courses not offered by the district would also be considered out of county training.~~

All out-of-county training should be reported using an electronic voucher in MyPD. Documentation that needs to be uploaded into the voucher include:

- Copy of conference agenda with participating sessions highlighted
  - OR
- Certificate of completion ~~for an online course or webinar~~if provided

Educational Travel

Educational travel may be approved for credit, up to a maximum of 30 points within a validity period when the following conditions are met:

1. Travel is pre-approved by the educator's supervisor for professional development purpose, directly related to current or upcoming job assignment and required course standards for instructional staff, using the Educational Travel Inservice Request Form found in MyPD voucher tab.
2. Participant maintains a detailed log, with dates, times and summaries of how the new learning or activities relate to their teaching responsibilities. A maximum of 3 hours per day may be requested.
3. Upon return to work, a lesson unit using materials and ideas gained during the educational travel is taught and verified by an administrator.
4. Supporting documentation including the Educational Travel Inservice Request Form, travel log, and copy of lesson unit ~~and~~ is uploaded into the electronic voucher process in MyPD within 1 school year of the completion of the travel.
5. The number of inservice points awarded will be determined by the Office of~~f~~ Professional Learning based on the number of training hours which are verified and documented.

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 Certification Office before registering for any college course intended for recertification.

Unofficial college transcripts can be used to request inservice hours. College courses must be taken within the certification window to qualify. The component for college coursework allows for a maximum of 120 hours per year. The online voucher system in MyPD should be used to upload the college transcript and request inservice hours.

Transfer of Inservice Records

Inservice records are transferred between Florida school districts using Form OTE 206 which is provided by the State Department of Education.

An employee coming into Santa Rosa County from another district in Florida may arrange to have points transferred into the district ~~Santa Rosa County Inservice Office~~ by reaching out to the Inservice department in ~~that~~ the previous district and asking them to send the records to the Inservice Secretary in Santa Rosa County.

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 contacting the Santa Rosa County Inservice Office to initiate the process.

Clinical Educator Program

Teachers who wish to host a practicum or student teacher must complete the state approved training to become a Clinical Educator. ~~This program was updated in 2018 and only offered face-to-face at this time and online in the future.~~ University of West Florida and Santa Rosa District Schools work collaboratively to ~~offer this two-day~~create an online training ~~to~~for teachers who need to renew or complete their training. The online training is now provided by the district throughout the school year.

The district works collaboratively with the institutions and program providers regularly to ensure that all needs are being met. The schedule below provides a timeline for that collaboration. Continuous email correspondence occurs in-between the meeting times and as called for.

- Beginning of each school year-District Staff/Provider Meeting—discussion of program successes and needs
- Beginning of each semester

- District receives names of students for placement along with special requests
- District reports placements to provider
- Provider Presents to incoming student teachers and supervising teachers
- District staff holds orientation with student teachers
- During the semester- Professors communicate with district staff regarding placement progress

ESE Requirement (SB1108)

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.~~in MyPD on the My Resources tab. ~~The district will regularly send email notifications regarding SB1108 resources.~~ The ESE Department has designated a program facilitator to approve trainings that qualify for this requirement. Courses advertised through the district have been pre-approved, but participants who which to receive SB1108 points for documentation turned in through the voucher system will go through this process before the points are awarded. Contact information for this approval can be found in the voucher information in MyPD.

Reading Requirement (HB7069)

This requirement begins in the 2020-2025 certification period, therefore the 2020-2021 school year is the first year teachers will begin to see this requirement in their training opportunities. The state allows the district to roll forward any earned points in a specific window prior to this start date of July 1, 2020. The district will begin the work to identify and correctly award the HB7069 points to participants during this school year.

Elementary and other reading teachers whose certificate renews on June 30, 2025 are the first ones who need this requirement. Detailed information will be provided to these individuals and questions can be addressed through the Literacy Department for more information.

The district has established a systematic process to meet the HB7069 qualifications and approved courses to meet this requirement will be offered through the district at no cost to the participants. Teachers can find a list of current approved courses in MyPD on the My Resources tab.

Teacher Certification Renewal

The Certification Department should be contacted for all questions pertaining to certification. The guidelines below will assist with certification issues:

1. The Certification Office will provide the Department of Education the inservice information for recertification through the state portal. Certificate renewal forms are completed online by the employee and the district will upload their inservice information for verification.

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 to renew all areas of certification for an individual teacher~~.~~ The state no longer requires additional inservice points be earned for more than two certification areas. Specific guidelines regarding content areas and the earning of points are varied. Individuals are encouraged to seek assistance in planning their strategies for certification renewal by contacting the Inservice Secretary or Professional Development Specialist.

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

Add-On Certification Programs

The Master Inservice Plan provides four areas for teachers to extend certification areas without attending college courses. These areas include Gifted, Autism, Reading, and ESOL endorsement. Procedures for completing an add-on endorsement should be coordinated through the related district department. The Inservice coursework should follow the components listed under each category in the Professional Learning Catalog.

The district also 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 also be taken by current employees who hold a teaching certificate to earn inservice credit or an endorsement. Current teachers would use a voucher to request the inservice points for these courses.

Video Components

The Office of Professional Learning has a collection of Professional Development videos covered by Professional Learning Catalog Components. Instructional and Educational Support Personnel may utilize these videos to earn Inservice points. A Video Inservice Component Response and Evaluation questionnaire must be completed online 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 documentation no later than May 15th for approval for June 30th certificate renewal. Upon approval the Inservice Office will post the earned points in MyPD.

School-Based Inservice Representatives

Each school will have dedicated person to record the inservice points for the teachers who attend training held at their school site. The school administrator will choose this representative prior to the beginning of the school year. The Inservice Representative will be trained by the Office of Professional Learning on the policies and protocols for recording points and retaining training files.

MyPD Inservice Managers

District department secretaries and school-based Inservice Representatives are trained by the district before using the MyPD system to create course offerings and award inservice points. record PD. MyPD Managers must only administer courses to which they are assigned. MyPD Managers who misuse their access to MyPD (e.g., adding a user to a course that they do not manage, not following district guidelines) may have their access restricted or revoked. MyPD Managers

must attend annual training activities provided by the district to maintain access to the MyPD system.

Educational Support Staff Training

Educational Support Staff are encouraged to attend any professional learning opportunities offered by the district that fit their needs based on their job responsibilities or growth needs. Records of attendance and component numbers will be maintained in the same manner as for instructional personnel.
The components found in ~~this portion~~the non-instructional portion of the Professional Learning Catalog 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. ~~Records of attendance and component numbers will be maintained in the same manner as for instructional personnel.~~

Individual Professional Development Plans

Professional development plans (MyLearning Plans) are maintained electronically on MyPD and integrated into the Teacher and Administrative Evaluation Systems. Each plan requires planning and reflection on learning and implementation throughout the school year. The employee's plan completion is assessed at the end of the school year based on timelines prescribed in Santa Rosa' state approved Administrative and Instructional Evaluation Systems which are included in the overall percentage as it contributes to the evaluation rankings**.** A successful plan includes well written goal statements with appropriate and completed relative professional development, deliberate practice and reflection**. My Learning Plan completion timelines may preclude receipt of student data. The outcome statement should be based on available student data, with predictive statements and other relevant data sources available that show increased/decreased student performance.**
Prior to the end of the first nine-week grading period each instructional personnel (IP) will meet with an administrator to discuss their self-assessment and My Learning Plan goals. The student achievement goal should establish an expectation of student achievement as a result of their intended professional development. The teacher performance goal should identify practices they plan to develop or enhance in order to meet their stated student achievement goal. At the end of the second nine weeks, teachers and administrators reflect on the professional learning they have participated in thus far that relates to

their plan goals. Reflection includes how the training impacted their student performance, how it changed their teaching practices and if the opportunities are meeting their needs. Deliberate practice should include **changes** in teaching and learning resulting from the training attended. Professional development relative to each annual plan should occur between May 1 of the previous school year through April 30 of the current school year. Since the My Learning Plan is a working document, professional development and deliberate practice may be edited throughout the year. The electronic employee portfolio documenting supporting data, professional development, and deliberate practice should be administrator approved prior to June 1.

Administrators will follow the same guidelines as instructional staff and will meet with their supervisor to discuss goals, professional development and deliberate practice. Opportunities will be provided for administrators to attend training on the state approved research model for the Administrative Evaluation System as it relates to Florida Standards for School Leaders.

Data sources may include, but are not limited to the following:
- School Improvement Plans
- Annual performance evaluation data
- Annual school reports
- Student achievement data (DEA, FCAT, EOCs, STAR, AR, AM, etc.)
- Parental and student survey data
- Rounding Data
- Support Services Survey Data
- School discipline data
- Classroom observation data
- Teacher created tests
- Other

The individual student performance goal will focus primarily on the following state-approved areas.
- Reading
- Next Generation Standards, Common Core Standards, STEM, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management

- Family involvement
- School safety

Each goal should be written so that it is
- **S**pecific in terms of target area for improvement and be written in the future tense;
- **M**easurable in terms of the desired improvement in student performance;
- **A**ttainable in light of available resources and conditions;
- **R**elevant to continuous quality improvement of instruction and student performance;
- **T**rackable within the context of flexibility and shall specify a completion date.
- **E**valuate goals regularly and adjust them as needed
- **R**e-Do goals after the evaluation process and iteratively go through the SMARTER process.

The teacher and administrator may discuss and identify the documentation that will be used to evaluate the specified goal. Documentation methods may include, but are not limited to:

- Lesson plans
- Student work
- Grade book
- Documented reports to other teachers
- Training and lesson study agendas and minutes
- Anecdotal or inservice records
- Rubrics of student behavior
- Student assessment
- Classroom observations
- Survey data
- Action Research
- Program Evaluations

Systematic Consultation

Annually, members of the Office of Professional Learning attend the state Learning Forward Florida conferences to stay abreast of new state and national professional development standards, learning designs, implementation and

evaluation methods. Periodically, these members will also attend the national Learning Forward Conferences to provide more insight to information heard at the state level.

Our district participates in the State Professional Development Protocol Review and will continue once the new protocol standards and process are put into place.

Funding

Professional Development funding will be requested as a part of the Title II application process. Schools will be encouraged to supplement the staff development funds at the school level using alternative funding methods. Funding for district staff development will be based on priority needs. It is important to note that professional development activities are funded through a variety of sources other than the designated Professional Development Funds. In many instances, departments combine budgets to provide effective and efficient professional development for teachers and staff. These funds may include, but are not limited to:

- School Improvement Funds
- School Budgets
- A+ Dollars
- Title I Funds
- Title II Funds
- Title VI Funds
- Eisenhower Funds
- Grant Funds
- Other

Funding sources include current grant opportunities, district media and technology budgets as well as Title II. Every attempt is made to provide funding or district resources to fully address identified needs that are based on current research strategies. In many instances, district budgets are pooled to enable effective and efficient professional development delivery for all stake holders.

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:

- o 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.
- o 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.

~~District Trainer/Consultant Guidelines~~

Stipends

District Trainer/Consultant Guidelines

TIP Lead Teachers

TIP Lead Teachers ~~may receive a consultant stipend of $25.00 per hour for prior approved mentoring and coaching that occurs beyond the contracted day~~ will receive a stipend of $300 at the end of the year after providing documentation of training and coaching of new teachers at their school site.~~.~~ All documentation should be turned into the Office of Professional Learning no later than April 30 of each school year.

School-Based Inservice Representatives
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. Completed Inservice records include the recording of inservice hours for their school and the uploading of scanned documents of the training within the district inservice files.

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 Outside of 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.

Online 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 **complete** the course. Pay should be as follows:

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

This sliding scale allows for the course to be offered with any number of participating students. This type of course requires continuous email contact between participants and the consultant. The consultant is required to check documents, questionnaires and tests, which are submitted electronically.

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

Council/Representatives

Budget permitting, Professional Development Advisory 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

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.

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 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.
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, regular lesson planning, 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~~for the training to review the Textbooks for Statewide Curriculum; hours may not be earned for ~~actually evaluating~~ the evaluation of the materials.

7. The state prohibits the district from awarding inservice points for serving on District-wide Committees.

8. Inservice points may not be earned for time spent working with practicum or student teachers. Inservice can be earned from training in how to work with practicum or student teachers.

9. 8. Participants may not be awarded inservice points until the follow-up activities/survey has been completed. 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.

10.   9. Inservice points for certification will not be awarded for training time related to areas of service such as that aren't related to student performance. Examples: bus driver training, custodial training, maintenance training, etc. Non-Certification points will be awarded in their place.

Professional Learning Catalog

Focus Area and Component Title	Component Number

Basic Programs

000: Art

Art Across the Curriculum	2-000-019
Art: Art and Assessment	2-000-020
Art: Basic Workshop	2-000-021

003: Computer Science/Technology Education

Technology: Introduction to Windows	3-003-010
Technology: Internet Safety	3-003-023
Technology: Technology Integration	3-003-068
Technology: Website Development	3-003-070
Technology: Office Productivity Tools	3-003-072
Technology: Annual Technology Activities	3-003-073
Technology: Exploring Educational Technology	3-003-074
Technology: Online Professional Development	3-003-075
Technology: Virtual Online Teaching	3-003-085
Technology: School-Based Integrated Technology	3-003-123
Technology: Discovery Education Experience	3-003-124

005: Health/Nutrition

Health and Wellness Workshop	2-005-005
Heath/Physical Education Update	2-005-013

008: Language Arts

General Knowledge English: Content for Test Prep	1-008-002
Writing Strategies: Video Component	2-008-010
Language Arts: Update	2-008-020
Literacy: Standards-Based	2-008-023

009 Mathematics

Math: GK Math Content for Test Prep	1-009-003
Math/Science Curriculum Development Through the Use of State Standards	2-009-007
Math: Methods and Trends	2-009-048
Math: Math Education	2-009-049
Math: School-Based	2-009-054

010: Music

Music: Choral Music Education	2-010-001
Band: Rehearsal/Performance Strategies and Techniques	2-010-010
Band: Professional Clinics, Workshops, and Learning Communities	2-010-011

013: Reading

Reading: Update	2-013-026
~~Reading: PDA: Differentiating for Reading Difficulties~~	~~2-013-028~~
Reading: Update School-Based	2-013-037

014: Safety/Driver Education

Safety and Security	2-014-003

015: Science

Science: Laboratory Safety	2-015-004
Science: Methods and Trends	2-015-019
Science: Science Education	2-015-020
Science: School Based	2-015-022

016: Social Studies

Social Studies: Methods and Trends	2-016-020
Social Studies: General Workshop	2-016-021
Social Studies: Digital Resources	3-016-001

Exceptional Student Education Programs

100: Instructional Strategies

ESE: SB1108 PDA: Transition	2-100-037
ESE: SB1108 PDA: Language Development and Communication	2-100-039
ESE: Best Practices in Special Education	2-100-044
ESE: SB1108 PDA: Introduction to Differentiating Instruction	2-100-047
ESE: SB1108 PDA: Differentiating Mathematics Instruction for all Students	2-100-048
ESE: SB1108 PDA: Differentiating Science Instruction for all Students	2-100-051
ESE: Best Practices in Sign Language Interpreting	2-100-055
ESE: Best Practices for Occupational, Physical Therapists and LATS	2-100-058
ESE: Best Practices for Students with Significant Cognitive Disorders	2-100-059
ESE: Transition for Ages 13-22	2-100-062
ESE: Best Practices for Teachers of Visually Impaired Students	2-100-063
ESE: Issues in Deaf Education	2-100-065
ESE: Functional American Sign Language	2-100-066
ESE: SB1108 Autism Spectrum Disorder	2-100-073
ESE: SB1108 School Improvement: ESE Inservice Vouchers	2-100-075
ESE: Best Practices in Special Education	2-100-079
ESE: SB1108 PDA: Teaching Students with Disabilities	2-100-080

ESE: SB1108 ESE Issues in Communication Disorders	2-100-081
ESE: SB1108 PDA: Effective Teaching Practices for Students with Disabilities	2-100-082
ESE: SB1108 Social Thinking Model Classrooms	2-100-083
Reading HB7069/SB1108: PDA: Differentiating for Reading Difficulties	2-100-086
ESE: Effective Use of Assistive Technology	3-100-002
ESE: SB1108 PDA Technology for Student Success: Adaptive Technology	3-100-003
ESE: SB1108 PDA: Technology for Student Success: An Introduction	3-100-004

101: Classroom Management

ESE: Issues in Affective Behavior/Social Skills	2-101-002
ESE: Learning Strategies Intervention Model Training	2-101-003
ESE: SB1108 PDA: Positive Behavioral Supports	2-101-014
ESE: Behavior Management	2-101-017
ESE: SB1108 Pre-K Organize for Change	2-101-024
ESE: SB1108 PDA: Positive Behavior Intervention Support	2-101-026

102: Assessment

ESE: SB108 PDA: Instructional Practices	2-102-005
ESE: SB1108 PDA: Assessment and Evaluation	2-102-006
ESE: SB1108 PDA: Engaging Learners Through Informative Assessment	2-102-012

103: Procedural/Legal Requirements

ESE: PDA: Foundations of Exceptional Student Education	2-103-002
ESE: Methods and Trends in Communication Disorders	2-103-003

105: Curriculum

ESE: Adaptive Physical Education	2-105-010
ESE: SB1108 College Coursework- Content	2-105-011
ESE: SB1108 College Coursework- Generic	2-105-012

106: Gifted and Talented

Gifted: Instructional Strategies for the Gifted Classroom	2-106-006
ESE: Gifted Practices for Duel Exceptionalities	2-106-007

Career and Technical Education Programs

204: Health and Science Education

Workforce: Culinary, Food Production and Nutrition Education	2-204-001

211: Career and Technical Education, Unclassified

Workforce: Educators in the Workplace	2-211-001

Student and Instructional Support Processes

401: Assessment/Student Appraisal

Continuous Improvement: Data Analysis	4-401-007

404: Classroom Management and Organization/Learning Environments

Behavior: Non-Violent Crisis Intervention (CPI)	5-404-004
Classroom Management Strategies	5-404-005

407: Instructional Media Services

Media: FAME/SOE/SOLINET/ALA Training/PLAN	2-407-012
Media: Annual Library Update	2-470-013

408: Instructional Strategies

Trainer Training	2-408-002
Educators "Swap Shop"	2-408-027
Math/Science: Flight Adventure Deck	2-408-029
Integrated Services	2-408-030
Action Research Projects	2-408-031
Mentoring/Coaching	2-408-034
Standards Based Curriculum, Assessment and Instruction	2-408-035
Integrated Services: Addressing Poverty	2-408-038
Instructional Methods and Trends	2-408-039
Lesson Study	2-408-041
New Teacher Training	5-408-001

409: Instructional Support Services, Unclassified

NJROTC Leadership Academy Instructor Skills	2-409-007
College Coursework: Content	2-409-079
College Coursework: Generic	2-409-080
School Psychology: Methods and Trends	2-409-089
Certified School Counselor: Improving and Maintaining Quality Practices	2-409-090

414: Physical and Mental Health Issues

Youth Mental Health	6-414-002

415: Problem-Solving Teams

Continuous Improvement: Response to Intervention	4-415-001

416: Professional Standards and Ethics

Professional Practices	1-416-001

420: Service Coordination, Collaboration, Integration

Social Workers: Methods and Trends	2-420-001

General Support

502: District-Level Management

Leadership: Administrative Conferences	7-502-009
Leadership: Update	7-502-012
Leadership: Proficiency Area 2: Student Learning as a Priority	7-502-013
Leadership: Proficiency Area 8: School Management	7-502-014
Leadership: Proficiency Area 6: Decision Making	7-502-015
Leadership: Proficiency Area 4: Faculty Development	7-502-018
Leadership: Proficiency Area 3: Instructional Plan Implementation	7-502-019
Leadership: Proficiency Area 1: Student Learning Results	7-502-020
Leadership: Proficiency Area 10: Professional and Ethical Behaviors	7-502-021
Leadership: Proficiency Area 5: Learning Environment	7-502-022
Leadership: Proficiency Area 9: Communication	7-502-030
Leadership: Proficiency Area 7: Leadership Development	7-502-038
Leadership: District Instructional Planning Committee	7-502-046
Leadership: Instructional Evaluation/Observation Training (Marzano)	7-502-047
Leadership: Standards Based Curriculum, Assessment, and Instruction for Adm	7-502-050

505: Food Services

Food Production and Nutrition Education	8-505-001

508: Management Information Services

Student Information Systems Training	7-508-001

509: Office/Clerical Services

Educational Support Staff: Skills and Knowledge Update	8-509-001

511: Safety/Security

School Safety and Security	6-511-001

512: School Improvement- School level

School Improvement: School-Based Inservice	2-512-007
School Improvement: School-Based Vouchers	2-512-115

513: School-Level Management

Leadership: Potential School Leaders	7-513-007

515: Transportation Services

Bus Driver Training	8-515-002

516 Faculty Development

Independent Inquiry	2-516-001

517: Instructional Leadership School Level

Clinical Educator Training   7-517-001
Clinical Supervision for Educators   7-517-002

518: School Improvement- District Level

Educational Support Staff: Human Resources   8-518-001
Continuous Improvement: School Improvement   9-518-001

519: Professional Learning Standards

Professional Learning Communities: Implementing School-Wide Change   2-519-001

English Language Learners

704: Subject Matter Knowledge for Teachers

ESOL: For Other Subject Area Teachers/Beacon: ESOL-An Overview   2-704-001

705: Other

ESOL Update (Not Bankable)   2-705-004

Endorsements

Athletic Endorsement

Athletics: Care and Prevention of Athletic Injuries   6-414-001
Athletics: Coaching Theory   2-011-011
Athletics: Theory and Practice of Coaching a Specific Sport   2-011-012

Autism Endorsement

Autism Endorsement: Communication Needs of Students with Autism   2-100-0853
Autism Endorsement: Nature and Needs   2-100-084
Autism Endorsement: Positive Behavior Supports   2-101-026
Autism Endorsement: Diagnosis and Assessment of Students with Autism   4-102-002

ESOL Endorsement

ESOL: Applied Linguistics   2-702-004
ESOL: Cross-Cultural Communications   2-705-005
ESOL: Curriculum and Materials Development   2-703-002
ESOL: Methods of Teaching   2-700-003
ESOL: Testing and Evaluation   2-701-002

Gifted Endorsement

ESE: Nature and Needs of the Gifted/Gifted Endorsement   2-106-001
ESE: Curriculum Development Gifted Endorsement   2-106-002
ESE: Guidance and Counseling/Gifted Endorsement   2-106-003
ESE: Education of Special Population of Gifted/Gifted Endorsement   2-106-004
ESE: Theory and Development of Creativity/ Gifted Endorsement   2-106-005

Reading Endorsement

Reading Endorsement: Reading 1 Foundations of Instruction   2-013-035
Reading Endorsement: Reading 2 Evidence-Based Practices   2-013-038
Reading Endorsement: Reading 3 Assessment   2-013-014
Reading Endorsement: Reading 4 Differentiated Instructional   2-013-036
Reading Endorsement: Reading 5 Demonstration of Accomplishment   2-013-039

Retiring Components

Component Title	Component Number

Retire as of 6/30/2020

ESE: Communication/Behavior/Social/Academic (CBSA) Part 3	2-101-020
ESE: Pre-K Learning Community-Organizing for Change	2-101-021

Retire as of 6/30/2021

Response to Intervention/Multi-Tiered	2-007-003
Mathematics: Standards- Multiple Domains	2-009-046
Next Generations Content Reading	2-013-033
ESE: Communication/Behavior/Social/Academic (CBSA) Class Part 2	2-101-019
Consultant Training Development	2-408-001
Community School Education: Update	2-409-081

Retire as of 6/30/2022

Health/Abuse School-Based	2-005-051
Social Studies: Advanced Placement Training Institute	2-016-022
ESE: SB1108 PDA: Interpersonal Interactions and Participation	2-100-038
ESE: Vocational Learning Community for Ages 18-21	2-100-060
School-Based- Curriculum, Assessment and Instruction	2-408-036
Data Analysis: School Based	4-401-008
Leadership: Studer Group	7-502-042

Retire as of 6/30/2023

Technology: Spreadsheets	3-003-080
Technology: Word Processing/Documents	3-003-084
Assessment: Local Assessments	4-401-009

Retire as of 6-30-2024

Response to Intervention	2-007-001
Math: Standards- Number Sense	2-009-038
Math: Standards- Algebra Related Domains	2-009-042
Safety and Security	2-014-003
ESE: Issues In Communication Disorders	2-100-002
ESE: Transition from School to Work	2-100-061

ESE: Best Practices for New Teachers of Gifted Students   2-100-077
ESE: Communication/Behavior/Social/Academic (CBSA) Part 1   2-101-018
Art and Social Studies   2-409-078
Technology: Email/Information Management   3-003-081
Technology: Presentations   3-003-082
New Teacher Training: School-Based   5-408-037
Schools of Excellence 2017-2018   8-506-100

Retire as of 6-30-2025

Reading: PDA: Differentiating for Reading Difficulties   2-013-028