

MASTER INSERVICE PLAN

BREVARD COUNTY

SECTION 1

MISSION STATEMENT

STATE REQUIREMENTS

- **Florida Statutes**
- **State Board of Education Rules**

STANDARDS AND PROCEDURES

- **National Standards for Professional Learning**
- **District Requirements**
- **Approval Procedures**
- **ESOL and Reading Banking Procedures**
- **Program Objectives**
- **Management Strategies**
- **Needs Assessment Procedures**

EVALUATION DATA

- **Participant Evaluation**
- **Implementation Activities**
- **Program Evaluation**
- **Student Achievement**
- **Staff Evaluation**

ALPHABETICAL INDEX – MASTER INSERVICE PLAN

MISSION STATEMENT

The mission of Professional Development is continuous improvement for all employees to meet the needs of all Brevard County students.

STATE REQUIREMENTS

I. PURPOSES OF THE MASTER INSERVICE PLAN

The Brevard County Master Inservice Plan serves as:

- (1) a comprehensive compendium of information on professional growth activities developed in accordance with state guidelines;
- (2) a working handbook for personnel of the school system charged with responsibilities to plan, deliver, follow up, and evaluate programs for professional development;
- (3) a source of data and information to the Florida Department of Education for reporting responsibilities to the Commissioner and the legislature.

II. SYNOPSIS OF APPLICABLE STATUTES AND RULES

FLORIDA STATUTES

s. 1012.56, FS, **Educator Certification Requirements**

Provides requirements, regulations and provisions for initial certification; testing required for certification.

s. 1012.56(8), FS, **Alternative Certification Program**.

Provides for alternative teacher preparation programs and specifies requirements.

s. 1012.585, FS, **Renewal of Certificate**.

Provides direction for professional certificate renewal of state-issued certificates. Includes certification procedures via inservice training.

s. 1012.72, FS, **Dale Hickam Excellent Teaching Program**.

Permits state funding for National Board Certified Teachers.

s. 1012.98, FS, **School Community Professional Development Act.**

Requires collaboration among DOE, public community colleges and universities, public school districts, and public schools to establish a coordinated system of professional development. School principals authorized to establish and maintain individual professional development plans for school instructional employees.

Brevard County's Professional Growth Plans (PGP) for teachers meets the definition of individual Professional Development Plans for instructional employees.

s. 1012.985, FS, **Statewide System for Inservice Professional Development**

Provides for institutions of higher education and school district collaboration and a wide range of targeted inservice training to reach world class standards.

s. 1012.986, FS, **William Cecil Golden Professional Development Program for School Leaders.**

Provides standards and support for school principals as instructional leaders through multiple delivery systems.

STATE BOARD OF EDUCATION RULES

6A-4.0051, FAC, **Renewal of a Professional Educator's Certificate.**

Defines a professional certificate and requirements to receive a certificate. Defines requirements for renewal procedure via college credit, inservice training, subject area tests and National Board Certification. Describes procedures for retention of certification of one or more coverages. Describes general requirements including validity periods, submission of application, approval procedure by superintendent, and special provision for extensions.

6A-5.065, FAC, **Educator Accomplished Practices**

Lists the core standards for effective educators that serve as the foundation for teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems in Florida.

6A-5.066, FAC, **Approval of Educator Preparation Programs**

Describes multiple pathways for demonstrating the standards required to qualify for a Professional Florida Educator's Certificate. Sets forth requirements and implementation of the approval process for each type of educator preparation program offered by a Florida postsecondary institution or public school district.

6A-5.071, FAC, **Master Inservice Plan Requirements**.

Requires each district school board to develop and maintain an inservice education and training program for all employees that is planned, developed, and administered consistent with the law and rules of the State Board and the Commissioner of Education. Describes the Master Inservice Plan including the contents, format, approval process, and updating procedures. Describes the requirements for a component, conversion of college credit to inservice points, reporting procedures in the Staff Information System, and evaluation requirements.

6A-5.080, FAC, **Florida Principal Leadership Standards**

Lists and describes the three Principal Leadership Standards for ensuring that school leaders possess abilities and skills to perform designated tasks in a high-performing manner.

6A-5.081, FAC, **Approval of School Leadership Programs**

Sets forth requirements for approval of two levels of school leadership programs. Initial certification in educational leadership and certification as a School Principal requirements and procedures are described.

6A-5.090, FAC, **Content Area Reading Professional Development**

Describes an inservice program for teachers in grades 6-12 to promote proficiency in applying scientifically based reading strategies through their content areas, and allows districts to elect whether to offer CAR-PD as an option within the district.

Standards and Procedures for Professional Learning

National Standards

The Learning Forward national organization developed standards to increase educator effectiveness and results for all students. These seven standards are embedded in both the Florida Evaluation Protocol and the Brevard County Professional Development System. Inservice providers use these standards to create and develop meaningful professional learning experiences for all educators.

Learning Communities committed to continuous improvement are developed in district and school collaborations.

Leadership requires skillful leaders who create support systems for professional learning.

Resources are prioritized, monitored, and coordinated for educator learning.

Data is revered and analyzed to plan, assess, and evaluate professional learning.

Learning Designs integrate theory, research, and models of human learning to achieve outcomes.

Implementation for long-term change is promoted through sustained and targeted professional learning.

Outcomes are aligned with educator performance and student curriculum standards.

DISTRICT REQUIREMENTS

Inservice activities are designed to update and enhance the competencies required to carry out assigned duties and responsibilities through the acquisition of attitudes, skills, and knowledge. The completion of assigned duties or responsibilities are not legitimate activities for use of inservice funds or the awarding of inservice points, unless a training component has been designed and evaluated as a prerequisite for job success. The Master Inservice Plan (MIP) and the Electronic Registrar Online (ERO) systems are used to credit inservice points and maintain registration and training records for current full-time employees with an active ERO profile.

ELIGIBILITY TO ATTEND INSERVICE ACTIVITIES AND OBTAIN DISTRICT-MAINTAINED INSERVICE RECORDS

Any educator who is certified by the state of Florida and who lives in Brevard County is eligible to attend inservices offered on Professional Development Days; non-employees may be registered for inservice sessions only by district staff and only on a “space-available” basis on the last day of registration for inservice training.

Educators who are not full-time employees of BPS must maintain evidence of their individual inservice training, as district records in the Electronic Registrar Online (ERO) will be maintained **only for full-time employees of BPS who have an active profile in ERO**. Non-employee certificates of successful completion of a workshop must be requested at the inservice activity; these individual documents are designed to be kept by individuals until they make application for renewal of teaching certificate. At that time, the documents will be reviewed by the Director of Certification and Professional Development or designee and verification of inservice credits will be made to the Dept. of Education as part of the individual’s application for renewal.

ACTIVITIES INELIGIBLE FOR INSERVICE CREDIT

1. Business, faculty/staff, committee, or advisory meetings with no training component;
2. Registration;
3. Testing or screening of students;
4. Bargaining Agenda meetings’
5. Record-keeping;
6. Chaperoning or supervising students’
7. Work accomplished under a work contract;
8. Serving as an inservice facilitator;
9. Supervising students participating in clinics, contests, or other competitions;
10. Supervision of interns or field experiences;
11. Any activity for which the participant’s learning is not planned as an inservice activity and evaluated by a supervisor or coordinator of the activity;
12. Coursework or training needed for a non-teaching task and not related to teaching

APPROVAL PROCEDURES FOR INSERVICE CREDITS

All inservice points are awarded through the Office of Certification and Instructional Professional Development when it is determined that rules and procedures were followed appropriately and evaluation of participant learning and implementation is verified. Documentation of attendance and successful completion of follow up is a requirement for any inservice points awarded; one inservice credit can awarded per hour of inservice contact. The inservice transcript in ERO should reflect all inservice credits. When requesting inservice points for a professional growth activity, the criteria below must be met:

1. All inservice activities must be addressed in an approved component in the Master Inservice Plan.
2. Properly completed Inservice Component Records (records) must be sent to Professional Development within the school year when the inservice was held.
3. A copy of the follow-up/implementation instrument or documentation must accompany component records sent to Professional Development.
4. For individual inservice point awards, an ERO Transfer Request must be submitted to the Office of Certification and Professional Development with a printed agenda and a written follow up; submission must occur during the same school year when the professional growth activity was completed. For summer activities, the ERO Transfer Request, agenda, and follow up may be submitted to the Office of Certification and Professional Development during the school year following the activity.
5. The required district online evaluation survey must be completed for individual professional development credits to be placed on the inservice transcripts in ERO.

6. A workshop, conference, or other activity conducted by persons not affiliated with the Brevard County School Board must meet the following conditions if inservice credits are to be awarded:
 - a. A professionally qualified individual or group shall organize and direct the activity, in collaboration with Brevard County's Office of Certification and Professional Development;
 - b. There is official written documentation of an agenda, objectives which match a component in the MIP, length of activity, and participant follow-up/implementation verification;
 - c. The topic to be addressed must be relevant to the participant's content area, professional growth plan, or school improvement processes;
 - d. The participant must submit verification of attendance and successful completion for the training times for which inservice credits are requested;
 - e. The number of credits awarded will be determined by the Office of Certification and Professional Development, based on the number of training hours which are verified and documented.

7. Educational travel may be approved for credit, up to a maximum of 30 points within a validity period (maximum of 3 points per day), when the following conditions are met:
 - a. Travel is directly related to teaching assignment;
 - b. Participant maintains a detailed travel log, with dates and times, inservice activities, and summaries of new learnings listed;
 - c. Upon return to work, a lesson unit using materials and ideas gained during the educational travel is taught and verified by an observer, using the Education Travel Inservice Evaluation Instrument form;
 - d. A Request for Transfer of Credits to ERO is completed online;
 - e. Supporting documentation including travel log and completed Educational Travel Inservice Evaluation form is sent to the Director of Certification and Professional Development within the school year when the activity was completed;
 - f. The number of inservice points awarded will be determined by the Director of Certification and Professional Development, based on the number of training hours permitted, verified, and documented.

8. Requests for Instructor Inservice Credit for teaching a 60-hour course may be approved to a maximum of 60 credits per course per validity period.

ESOL (English for Speakers of Other Languages) and Reading BANKING PROCEDURES

Purpose of ESOL and Reading Banking

The purpose of ESOL and Reading banking is to allow teachers to use these points to renew their certificates in the future if they do not need the points during the validity period in which they are earned. Any full time BPS teacher is eligible to take ESOL and Reading courses. Some teachers, however, are **required** to take these classes. To assist teachers in using this credit

earned, the DOE allows “banking” of inservice credits. ESOL and Reading points are the ONLY points that can be banked.

Banking Rules

For ESOL and Reading inservices completed after June 30, 1997, there is no maximum number of points that can be “banked”, and there is no time limit for teachers who hold a five-year professional certificate. “Excess” ESOL and Reading points for these teachers can be banked until they are needed.

Teachers with a Temporary Certificate

Any ESOL or Reading points earned on a temporary certificate must be used when the teacher renews his/her five-year professional certificate for the first time. These points are not automatically put into the ESOL Bank; however, when the teacher renews his/her professional certificate for the first time, Office of Certification and Professional Development staff checks his/her inservice records and adds any earned ESOL or Reading points to his/her total renewal points. For ESOL or Reading inservice points earned while the teacher held a temporary certificate, the Office of Certification and Professional Development cannot “bank” those points beyond the first five-year renewal.

Banking Procedures

The actual “banking” is automatically carried out by the Office of Certification and Professional Development on an individual basis. When a teacher renews his/her certificate, the individual inservice report is scanned for any ESOL or Reading points. If he/she needs 120 inservice points to renew, and he/she has ESOL or Reading points, any ESOL or Reading points in excess of 120 is subtracted from the total used and put in the “bank”.

NOTE: Teachers holding certification in more than four areas, excluding endorsements, require use of more than 120 inservice points to renew a teaching certificate in order to maintain all the areas of certification.

If the teacher has ESOL or Reading points in the “bank”, and he/she needs them to renew a certificate, points are taken out of the “bank” and added to the total inservice points. Prior to 7/1/97, these points were required by the DOE to be used whether needed or not. Any ESOL or Reading points earned after 6/30/97 by a teacher who holds a five-year professional certificate can be used as needed and when needed. For example, if the teacher needs 120 points to renew and has 150 points in the “bank”, 120 will be taken for use, and the other 30 will remain in the “bank” until needed.

PROGRAM OBJECTIVES

The Office of Certification and Professional Development will:

1. Provide assistance to school-based inservice providers to meet identified district priorities and School Improvement Plans;
2. Provide district inservice programs and core training for curriculum and program needs;
3. Administer and monitor the Brevard County Induction Program;
4. Provide inservice training for district administrative, teaching, and support staffs;
5. Encourage and facilitate personal and professional growth for all personnel of the School Board of Brevard County;
6. Maintain the Professional Development Office as an effective response agent for inservice needs of the district;
7. Manage specific system-wide planning and resource allocation efforts in the area of Professional Development;
8. Act as a coordinating agency for professional development information useful to all School Board personnel;
9. Coordinate all district Add-On Certification programs including ESOL, Gifted, Reading, and Athletic Coaching;
10. Collaborate with other district offices to connect professional development with School Improvement Plans, District Strategic Plans, and Training Needs Assessment results driven by student achievement data;
11. Keep records and renew teaching certificates of active employees who meet criteria through inservice points maintained in the Electronic Registrar Online (ERO);
12. Coordinate the work of the Professional Development Executive Council, the Professional Development Council, the Site Inservice Representatives, the Mentor Council, and inservice providers for Professional Development Days;
13. Collaborate with Institutions of Higher Education to provide University Collaboration Team activities for Brevard teachers as appropriate;
14. Collaborate with educators and community groups to provide inservice activities for Brevard teachers as appropriate;
15. Allocate the Professional Development district and school budgets efficiently and effectively;
16. Design methods and strategies to link Professional Development with student achievement for evaluation of the Professional Development System;
17. Manage the Alternative Certification Program;
18. Administer the Electronic Registrar Online (ERO) system for maintaining accurate inservice records;
19. Coordinate District Professional Development Day communication and implementation using the district training calendar to ensure maximum efficiency and effectiveness;
20. Communicate linkages among Strategic Plan Training initiatives for Common Core Standards, Instructional Personnel Performance Appraisal System (IPPAS) training on Professional Growth Plans (PGP), Professional Practices rubrics, and Peer Coaching Teams;

MANAGEMENT STRATEGIES

The Office of Certification and Professional Development will:

1. Plan inservice training comprehensively through involvement of all personnel via linkage with the district Strategic Plan, the School Improvement Plans, and individual teachers, administrators, and district core programs;
2. Provide a comprehensive system of inservice training through collaboration between school-based and district personnel, between Institutions of Higher Education and the Office of Certification and Professional Development, and between community agencies and Professional Development;
3. Identify active employees who are eligible for district maintenance of an active profile in ERO for inservice record keeping;
4. Maintain facilities for Professional Development to include office space and meeting/training rooms;
5. Maintain all inservice and certification records and files in an efficient and effective manner;
6. Develop policies, procedures, and training programs for the district through feedback from participants, the Professional Development Council, Resource Teachers, and other school board employees;
7. Develop and support school-based training cadres to enhance inservice programs and offerings to build school capacity and teacher leadership;
8. Use time and resources effectively to provide an excellent professional development system with regular evaluation and resulting modification;
9. Administer all DOE-approved Add-On Certification programs efficiently and effectively;
10. Coordinate cross-functional teams to implement district training programs such as Brevard Effective Strategies for Teaching (B.E.S.T.), Peer Coaching Teams, Induction, and Administrative Inter-rater Reliability;
11. Design and implement follow up / implementation training and support through Collaboration and Mutual Accountability Teams, Professional Learning Communities, Classroom Walk-Through activities, and focus group feedbacks;
12. Offer core training initiatives district-wide to include all school board employees;
13. Collect evaluation data regarding implementation of training and the impact of staff development on students, teachers, and schools via ERO and the Learning Management Systems;
14. Promote school Professional Learning Communities and PGP projects throughout the organization and evaluate their effectiveness;
15. Evaluate planning, learning, implementation, and results of professional development programs with input from a variety of staff members and cross-functional teams;

NEEDS ASSESSMENT PROCEDURES

School Improvement Plans include priority school needs for training. Individual Professional Growth Plans (PGP) are linked to the School Improvement Plans, achievement data from the students in the class/school, and district Strategic Plan objectives. The Professional Development Council and the Professional Development Executive Committee recommend

implementation methods based on priority training needs compiled from student, teacher, and school data. Core training, school-based training, and individual training needs are identified through performance appraisal, School Improvement Plans, student achievement data, and individual Professional Growth Plans.

In addition to employee perceived needs, school improvement needs, and student achievement needs, district curriculum needs and performance appraisal data provide focus for planning, learning, implementation, and evaluation activities at the district level. Individual schools perform their own needs assessments and determine school-based needs, which may replicate or be different from district needs. Schools plan to meet their individual needs during identified building inservice days, early-release Professional Development days, and in extended training projects identified and implemented with the collaboration of district staff in cross-functional teams. Site inservice representatives (SIR) are encouraged to participate in ongoing needs assessment throughout the year at their sites, taking into consideration the unique characteristics and needs of a particular school culture.

EVALUATION DATA

PARTICIPANT EVALUATION

Each training session entered into ERO is based on the Master Inservice Plan and requires an online evaluation of training. The designer of the inservice activity specifies additional evaluation methods for the inservice. If a test is given, successful participants have an 80% or higher score. Participants must complete evidence of implementation in addition to the online evaluation to receive inservice credits on their inservice transcripts.

FOLLOW-UP/ IMPLEMENTATION ACTIVITIES

All workshops or activities that are eligible for inservice credits require follow-up/implementation evidence by the participants. Follow-up evidence documents both participant learning and implementation of the training in the classroom or on the job. The types of follow-up which may be implemented are: structured coaching/mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration); action research related to training (must include evidence of implementation and measurement on objectives); collaborative planning related to training; participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work); study group participation; and electronic (interactive and non-interactive). District staff and site-based staff facilitate follow-up activities aligned with the Florida Staff Development Evaluation Protocol. Data is collected on follow-up via inservice records in ERO and hard copies filed in the Professional Development Office.

PROGRAM EVALUATION

Inservice programs are evaluated by program coordinators, who collate the data from individual workshops and who write summary reports using data regarding particular programs. Online evaluations are completed for all ERO inservice activities by every participant district-wide;

results are collected and reported to the School Board annually. The results are analyzed by the Professional Development Council and the Professional Development Executive Committee, to evaluate the impact of the training offered that year.

Specific Professional Development programs were developed from objectives in the district Strategic Plan. Strategic Plan results are monitored annually and used as one form of program evaluation.

An outside evaluator is currently conducting program evaluations on Race to the Top grant initiatives including B.E.S.T. training, Peer Coaching Team training, and Common Core training.

Support Staff workshops are determined by supervisors, the Professional Development Council, district staff based on job performance needs assessments, and participant surveys.

Workshops or courses that are developed with the intent that teachers implement activities in the classroom include some type of program evaluation to gather data on student results correlated with training. The types of student data used for program evaluation are FCAT scores or teacher-made assessments or performance requirements. District staff and site-based staff facilitate evaluation activities aligned with the Florida Professional Development Evaluation Protocol. Data is collected on program evaluation/student data via inservice records and Professional Development Plans at the school sites.

Individual Professional Growth Plans (PGP) are required of all instructional staff and must include the research base, quantitative and qualitative needs assessment, measurable objectives, strategies, and actions. The PGP must be aligned with the specific student needs at the school or in the classroom as indicated by student achievement data, School Improvement Plans, and the district Strategic Plan. Collaboration and peer observation and conferencing are required as part of the integrated plan for continuous improvement.

District staff members use reports provided by the Florida Professional Development Evaluation Protocol reviews which take place in a multi-year cycle to analyze interview reports at three levels: district; school; and individual teacher perceptions and experiences with the district's professional development system. The individual strand data on planning, learning, implementing, and evaluating professional development provides comparison data to help identify strengths and developmental needs within the system. Other outside evaluators also contribute to the data base for evaluation analysis; examples are the Differentiated Accountability reports and the Race to the Top evaluator's findings through teacher, administrator, and student interviews and analysis.

Student Achievement

All workshops for teachers that are designed to be implemented in the classroom include some type of student achievement documentation linked to the implementation activities of the participants. For school-based training, collective impact of the training must be documented by correlating student achievement data with the inservice programs utilized. Student achievement data is reported in School Improvement Plans, FCAT scores, district assessments, and school-based assessments, as well as student performance checklists.

Staff Evaluation

Classroom teachers measure the effects of professional development on their classroom practices. School leaders evaluate changes in instructional leadership practices. Other educators evaluate changes in practice around student services or task achievement outcomes.

ALPHABETICAL INDEX – MASTER INSERVICE PLAN

Master Inservice Plan (MIP) components are posted on the Internet and in the Electronic Registrar Online for easy access by inservice providers. All MIP components are reviewed annually by the Professional Development Council and updated as needed by the Office of Certification and Professional Development.