MASTER INSERVICE PLAN
BREVARD COUNTY

SECTION 1

MISSION STATEMENT

STATE REQUIREMENTS

- Florida Statutes
- State Board of Education Rules

PROFESSIONAL DEVELOPMENT OFFICE PROCEDURES

- District Requirements
- Approval Procedures
- ESOL and Reading Banking Procedures
- Program Objectives
- Management Strategies
- Needs Assessment Procedures

EVALUATION DATA

- Participant Evaluation
- Follow-Up Activities
- Program Evaluation
- Student Achievement

INSERVICE FORMS

- Inservice Component Record
- Individual Inservice Request
- Inservice Summary Form
- Action Research/Professional Development Plan

ALPHABETICAL INDEX – MASTER INSERVICE PLAN

COMPONENTS
SECTION 1

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 the responsibility for planning, implementing, and evaluating programs of staff 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. 1012.54, FS, *Purpose of Instructional Personnel Certification.*

Provides that the certificate renewal process promotes continuing professional improvement of school personnel.

s. 1012.56, FS, *Educator Certification Requirements*

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

s. 1012.56(7), 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.*

Provides for 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 required to establish and maintain individual professional development plans for school 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. 1012.987, FS, **Educational Leadership Development**.

Principals may earn principal leadership designation.

**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 summer work programs. 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-5.053, FAC, **Relationship Between Teacher Education Program Approval and Teacher Certification**.

Describes the process and purpose of teacher certification and compares certification requirements with teacher education programs. Provides that candidates who complete approved inservice programs shall be eligible for certification renewal and addition of subjects to certificates.

6A-5.061, FAC, **Procedures for Approving Preservice and Inservice Teacher Education Programs**.

Section (2) describes the procedures for initial approval and continuation of approval of inservice teacher education programs. Describes procedures for program modifications. Describes procedures for making program modifications and annual reports. Section (2)(a) describes criteria for Section II of the Master Inservice Plan.
6A-5.071, FAC, **Master Inservice Plan Requirements**.

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, in-field and out-of-field components, the minimum length of a component, and evaluation requirements. Provides the requirements and procedures for record keeping, component and participant files, and reports.

**PROFESSIONAL DEVELOPMENT OFFICE PROCEDURES**

**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 Electronic Registry Online (ERO) system is used to credit inservice points and maintain registration and training records.

**APPROVAL PROCEDURES FOR AWARDING INSERVICE POINTS**

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 is verified. Documentation of attendance and successful completion of follow up is a requirement for any inservice points awarded; one inservice credit is 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 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 Professional Development Office with a printed agenda and a written follow up 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 Professional Development during the school year following the activity.
5. Online evaluations 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 Professional Development;
   b. There is official written documentation of an agenda, objectives which match a component in the MIP, and participant follow-up 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 for the training times for which inservice credits are requested;
   e. The number of credits awarded will be determined by the Professional Development Office, 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 and submits for review 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. An Individual Inservice Request form is completed correctly, signed by an observer, and sent to Professional Development with the travel log and performance evaluation form;
   e. The number of inservice points awarded will be determined by the Professional Development Office, based on the number of training hours permitted, verified, and documented.

8. Inservice points will not be awarded for non-training activities, including:

   a. Business, faculty/staff, committee, or advisory meetings with no training component;
   b. Registration;
   c. Testing or screening of students;
   d. Bargaining Agency meetings;
   e. Record-keeping;
   f. Chaperoning or supervising students;
   g. Work accomplished under a work contract;
   h. Serving as an inservice facilitator;
   i. Supervising students participating in clinics, contests, or other competitions;
   j. Supervision of interns or field experiences;
k. Any activity for which the participant's learning is not planned and evaluated by a supervisor, coordinator of the activity, or an observer;
l. Coursework or training needed for a non-teaching task and not related to teaching (example: real estate licensure course).
m. Activities related to a job other than teaching (example: reading or publishing materials) for which no inservice was planned.

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**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 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 on “Temporary” Certificate**

Any ESOL or Reading points earned on a temporary certificate can be used when the teacher renews his/her five-year professional certificate for the **first** time. These points are not put in the “bank”, since we have no way of tracking this information. When a teacher renews his/her professional certificate the first time, we check his/her inservice records and add the earned ESOL or Reading points to his/her total renewal points. We cannot “bank” ESOL or Reading points past the five-year renewal if they are earned on a temporary certificate.

**Banking Procedures**

The actual “banking” is automatically done on an individual bases. 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, the ESOL or Reading points in excess of 120 is subtracted from the total and put in the “bank”.

**NOTE:** Some teachers need more than 120 inservice points to renew. Also, college credit can be used in lieu of inservice points to renew.
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, they 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 instance, if the teacher only needs 30 points and has 120 points in the “bank”, only 30 will be taken; the other 90 will remain in the “bank”.

**PROGRAM OBJECTIVES**

Professional Development will:

1. Provide assistance for school-based inservice programs to meet identified priorities and School Improvement Plans;
2. Provide district inservice programs in curricular needs and program needs;
3. Administer and monitor the Brevard County Induction Program;
4. Provide inservice for the district administrative staff;
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. Keep records and renew teaching certificates through inservice points;
11. Coordinate the work of the Professional Development Executive Council, the Professional Development Council, the Site Inservice Representatives, and the Mentor Council;
12. Collaborate with Institutions of Higher Education to provide college course work for Brevard teachers as appropriate;
13. Collaborate with educators and community groups to provide inservice activities for Brevard teachers as appropriate;
14. Manage the Professional Development budget efficiently and effectively;
15. Design methods and strategies to link Professional Development with student achievement;
16. Manage the Alternative Certification Program.
17. Administer the Electronic Registrar Online (ERO) system for maintaining accurate inservice records.
18. Coordinate District Professional Development Days on the district training calendar to ensure maximum efficiency and effectiveness.
MANAGEMENT STRATEGIES

Professional Development will:

1. Continue to plan inservice through involvement of all personnel via linkage with the district Strategic Plan, the School Improvement Plans, and individual teachers, administrators, and program needs.
2. Provide inservice workshops through collaboration between school-based and district personnel, between Institutions of Higher Education and Professional Development, and between community agencies and Professional Development;
3. Maintain facilities for Professional Development to include office space and meeting/training rooms;
4. Maintain all inservice and certification records and files in an efficient and effective manner;
5. Develop policies, procedures, and training programs for the Professional Development Office through feedback from the Professional Development Council and other school board employees;
6. Develop and collaborate with school-based training cadres to enhance inservice offerings;
7. Use time and resources effectively to provide an excellent professional development program;
8. Administer all DOE-approved Add-On Certification programs efficiently and effectively.
9. Continue to offer training opportunities designed to reflect current best practices in the field;
10. Offer training initiatives district-wide to include all school board employees.
11. Collect evaluation data regarding implementation of training and the impact of staff development on students, teachers, and schools via ERO and other data collection.
12. Promote Professional Learning Communities and Action Research projects through the organization and evaluate their effectiveness.

NEEDS ASSESSMENT PROCEDURES

School Improvement Plans include listing of priority school needs for training. Individual Professional Development Plans 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 Council recommends implementation methods based on documented needs. Core training, school-based training, and individual training needs are developed through performance appraisal, School Improvement Plans, and student achievement data.

In addition to employee perceived needs, school improvement needs, and student achievement needs, district curriculum needs and mandated programs provide focus for the planning and implementation of inservice activities at the district level. Individual schools perform their own needs assessments and determine school-based needs which may be the same or different from district needs. Schools plan to meet their individual needs during identified building inservice
days and in extended training projects identified and implemented with the collaboration of Professional Development personnel. Site inservice representatives 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 the online evaluation to receive inservice credits on their inservice transcripts.

FOLLOW-UP ACTIVITIES

All workshops or courses that are eligible for inservice credits require follow-up activities by the participants. Follow-up 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

The inservice program is evaluated by program coordinators, who collate the data from individual workshops and who write summary reports using data regarding particular programs. In addition, online evaluations are completed for all ERO inservice activities, and the data is collected and reported to the School Board annually. The results are analyzed by the PDC and PDEC, to evaluate the impact of the training offered that year.

Specific Professional Development programs have objectives in our Strategic Plan. Strategic Plan objectives are monitored each year and used as one form of program evaluation.

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

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. District staff and site-based staff facilitate evaluation activities
aligned with the Florida Staff Development Evaluation Protocol. Data is collected on program evaluation/student data via inservice records and Professional Development Plans at the school sites.

Individual Professional Development Plans for must include an objective or strategies for teaching Reading in content areas and be aligned with the specific student needs at the school or in the classroom as indicated by student achievement data, School Improvement Plans/ and/or the district Strategic Plan.

**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 follow-up 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.