

# 2021 - 2022 Master In-Service Plan - DRAFT



**David S. Broskie**  
**Superintendent of Schools**

CLAY COUNTY SCHOOL BOARD

District 1: Janice Kerekes  
District 2: Beth Clark  
District 3: Tina Bullock  
District 4: Mary Bolla  
District 5: Ashley Gilhousen

**Clay County District Schools**

# Table of Contents

<b>Table of Contents</b>	<b>1</b>
<b>Professional Learning Protocol System</b>	<b>2</b>
Introduction	2
State Board of Education Rules	2
Florida Statutes	3
Professional Learning System	4
Professional Certificate Renewal Information	12
Earning Inservice Points	16
Protocol for Offering an Inservice Activity	16
Writing an Inservice Training Component	16
<b>Professional Learning Components</b>	<b>19</b>
Component 1 - Subject Content	19
Component 2 - Instructional Methodology	20
Component 3 - Technology	20
Component 4 - Assessment and Data Analysis	21
Component 5 - Classroom Management	21
Component 6 - School Safety/Safe Learning Environment	21
Component 7 - Management/Leadership/Planning	21
Component 8 - General Support	22
<b>Specialized Professional Learning Opportunities</b>	<b>22</b>

# Professional Learning Protocol System

## Introduction

Clay County District Schools, through a comprehensive professional learning system, provides all personnel with inservice opportunities that lead directly to the improvement of student achievement and promote a climate of self-renewal for all.

This Professional Learning Catalog (catalog) is one element of a comprehensive system designed to enhance classroom instructional practices and job skills to improve student performance. The intent of the Professional Learning Catalog is to achieve national, state and local goals through the provision of a framework for professional growth in the knowledge, attitudes, skills, attributes and behaviors of all district employees. Through the application of this continuous improvement model, Clay County District Schools' students benefit from a safe, technology rich environment and effective instruction that meets their needs.

The law requires that certain areas of need be addressed through planned inservice: subject content and teaching methods for standards adopted by the state of Florida, and appropriate implementation of instructional materials, classroom management, technology, school safety, assessment and data analysis, and family involvement.

Inservice opportunities are developed in response to the district strategic plan, school improvement plans, an annual professional learning survey, professional learning evaluations, and individual professional learning plans.

## State Board of Education Rules

### **6A-4.0051, Renewal of a Professional Educator's Certificate beginning July 1, 1988.**

Defines requirements to renew a professional certificate, via college credit, inservice training, subject area tests and summer work programs. Provides information on active or inactive status of professional certificates. 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 provisions for extensions.

### **6A-5.071, Professional Learning Catalog Requirements.**

Describes the Professional Learning Catalog (catalog) including the contents, format, approval process, and updating procedures, the requirements for a component, how to convert college credit to inservice points, what constitutes in-field and out-of-field components, the minimum length of component, and evaluation requirements. Provides the requirements and procedures for record keeping, component and participant files, and reports.

# Florida Statutes

**Section 1011.62 (3), FS, Inservice Education Personnel Training Expenditures** – Directs that a district shall expend a portion of the unweighted FTE for educational training.

**Section 1012.22 (i), FS, Comprehensive Program of Professional learning** – Provides that the board shall develop a comprehensive program of professional learning and make adequate provision for proper funding.

**Section 1012.42 (1) (2), FS, Teacher Teaching Out of Field: Assistance** – Provides that each district school board shall adopt and implement an inservice plan for teachers out of field.

**Section 1012.52, FS, Teacher Quality** – Provides a comprehensive approach to increase student's academic achievement and improve teaching quality by requiring demonstration of the sixteen Professional Education Competencies (PEC).

**Section 1012.54, FS, Purpose of Instructional Personnel Certification** – Protects the educational interests of students, parents, and the public by assuring that teachers are professionally qualified.

**Section 1012.56 (1) (2) (3) (4) (5) (6), FS, Certificates Granted on Application to Those Meeting Prescribed Requirements** – Provides requirements, regulations and provisions for certification; and academic and subject area skills tests.

**Section 1012.56, FS, Educator Certification Requirements** – Provides for a cohesive, competency-based preparation program by which ... instructional staff may satisfy the mastery of professional preparation and education competence.

**Section 1012.56(8), FS, Alternative Certification** – Provides authority for the board to develop programs for certified teachers to add additional coverage.

**Section 1012.585, FS, Renewal of Certificate** – Provides direction for professional certificate renewal. Includes certification procedures via inservice training.

**Section 1012.795 (2), FS, Professional Ethics** – Establishes authority to enforce the Code of Ethics and Professional Conduct.

**Section 1012.98, FS, School Community Professional Development Act** – Provides for a continual evaluation of professional development methods and programs.

**Section 1012.985, FS, Statewide System for Professional Development** – Establishes a network of professional development academics.

**Section 1012.72, FS, Dale Hickam Excellent Teaching Program** – Provides for incentives and rewards for teachers participating in the National Board process.

**Section 1012.986, FS, William Cecil Golden Professional Development Program for School Leaders** Provides high standards and sustained support for principals as instructional leaders.

# Professional Learning System

## Rationale

Clay County's Professional Learning Department provides a comprehensive system for professional growth rooted in a common vision of effective performance for all personnel. Our vision directs the school community in providing stimulating, research and evidence-based educational activities that encourage and motivate students to achieve at the highest levels and to become active, lifelong learners. Our system is based upon the work of prominent researchers who have guided us to understand that the accomplishment of this vision of high academic achievement for all students is dependent upon the effective use of data in the context of a community of learners.

The commitment to high quality professional learning, as an integral part of school improvement, has important implications for the content, process and context of professional learning activities. This Professional Learning System is based upon Learning Forward Standards for Professional Learning and the William Cecil Golden Program for School Leaders. Florida's Professional Learning Evaluation Protocol also provides a framework for the methods and protocols needed to conduct ongoing assessments of the quality of professional learning in our schools. The purpose is to increase student achievement by enhancing classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

This Professional Learning System fulfills the requirements of Florida Statute 1012.985 and SB Rule 6A-5.081 and includes:

- alignment with student and personnel needs determined through multiple data sources;
- professional learning activities that focus on professional growth in:
  - analysis of student data; ongoing formal and informal assessment of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance and reading in the content area; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety;
- professional learning for school leaders using lesson study, and related protocols to focus and support teacher work on improving instructional and assessment practices;
- a comprehensive plan to facilitate professional learning for teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction;
- collaboratively developed school improvement plans that focus on methods, strategies, and the conceptual background appropriate to differentiated instruction to engage students in rigorous and relevant curriculum, based on national, state and local standards;
- increased opportunities to provide meaningful relationships between teachers and students;

- the use of formative assessment and the principles of professional learning communities to guide instruction;
- increased opportunities for professional collaboration, including effective use of common planning time to focus on the relationship between teaching and student learning;
- the use of data systems involving assessment information on student learning;
- effective beginning teacher support programs based on evaluation data of student learning and teacher performance;
- professional learning activities for administrative personnel as addressed in the district's Pathway to School Leadership that update skills for effective school management and instructional leadership;
- training for administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement;
- an individual professional learning plan for teachers and administrators that provide for needs related to specific student performance data, clearly defined learning objectives, specific measurable improvements in student performance resulting from professional learning activities, and an evaluation component.

## Management

In order to impact student achievement, professional learning must be focused on a common vision of professional growth. Thus Clay County District Schools has clearly defined the action and communication responsibilities for district level employees, school-based leadership and all other employees.

### Role of the District:

The responsibility for the management of professional learning activities lies primarily with the district Professional Learning department. The Supervisor of Professional Learning, working collaboratively with other department directors, is responsible for:

- the development and updating of the Professional Learning System, including the district Professional Learning Catalog, and
- the coordination, communication, and recording of all professional learning activities, including but not limited to:
  - review of training needs of teachers and administrators as identified by district needs assessment and school improvement plans
  - identification and provision of inservice activities for school administrative personnel
  - development and monitoring of Professional Learning Catalog components focused on subject content and teaching methods as related to the national, state, and local standards, assessment and data analysis, classroom management, school safety, family involvement, technology, instructional methodology, management leadership planning, and general support activities

- fidelity of implementation of instructional materials
- development and continual updating of the online catalog of all professional development opportunities offered by the district
- monitoring of updated Add-on Endorsements, and requesting approval from the Bureau of Educator Recruitment, Development and Retention
- provision for a record keeping system that insures all employees professional growth is recorded and communicated as needed
- provision of structures for the development, monitoring and evaluation of professional learning initiatives that are aligned with Florida's Professional Learning Evaluation Protocol
- distribution of inservice information to all school and district-level personnel, via the OneClay portal
- dissemination of research based practices and other professional learning opportunities for all employees that are aligned with Florida's Professional Learning Evaluation Protocol
- implementation and coordination of a formal Coaching and Mentoring Plan to insure high fidelity
- development and monitoring of a budget appropriate to meeting professional learning needs
- provision of training and support for evaluation efforts through Florida Continuous Improvement Model (FCIM) and Classroom Learning Walks data and other evaluation training
- training administrators and other school leaders on methods for classroom observation, feedback and coaching for improvement
- training for school leaders in using collaborative and related protocols to focus and support teacher work on improving instructional and assessment practices
- collaboration and coordination of technology integration efforts to promote high student engagement
- support of the William Cecil Golden website utilization by school leaders;
- the provision of field experience to develop competencies for school leadership
- compliance with requirements for the completion of Florida Department of Education reports regarding professional learning
- collaboration and communication with universities/colleges/community colleges serving Clay County in order to develop and implement programs leading to certification and other professional growth experiences
- collaboration with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs
- a comprehensive plan to deliver professional learning to teachers, principals, and

administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction

### **Role of the School-based Leadership:**

Principals are responsible for a school-wide professional learning plan allowing for job embedded learning that addresses the needs of instructional and support personnel at the school. This should be integrated as an essential component of the overall school improvement process. In collaboration with school leadership, principals should facilitate and support a culture that embraces the elements of professional learning communities and action research.

- Principals, or their designees work with each professional employee in developing a Learning Target Plan that:
  - relates to specific student performance data for those areas to which the teacher is assigned;
  - contains clearly defined professional learning objectives;
  - specifies measurable improvement in student performance resulting from professional learning activity;
  - includes an evaluation component documenting the expected student performance gains;
  - involves participation in on-going teams/professional learning communities;
  - relates to the individual's career goals and, if appropriate, provides for professional learning of the individual as a school leader;
  - provides school-based structures that support and monitor the implementation of each instructional employee's Learning Target Plan and career goals; and conducts individual evaluation conferences that document that the LTP was implemented as written or revised, and faculty members applied the newly learned knowledge and skills in the classroom.
- Principals or their designees use data systems involving assessment information on student learning.
- Principals plan for the effective use of common planning time to focus on teaching and learning improvements.
- Principals implement additional effective beginning teacher support programs based on on-going evaluation data of student learning and teacher performance. Principals or their designees monitor the implementation of effective instructional practices that target high needs students through the use of Classroom Learning Walks and other methods.
- Principals or their designees monitor the implementation of effective instructional strategies, formative and summative assessments, and teacher content knowledge that focuses on the national, state, and local standards (including Florida State Standards) through the use of teacher assessment, Classroom Learning Walks, and other methods.

School-based designees receive training on professional learning procedures and the Florida Protocol Standards. They are responsible for guidance and assistance to site-based professional



developers in order to ensure that the planning, implementing, learning and evaluating of training is aligned with national, state and local (including state standards) expectations.

### **Role of Each Employee:**

Each instructional level person acts as a model of lifelong learning by demonstrating an attitude of openness to innovation and a willingness to continually grow in their professional practice by:

- developing and implementing a Learning Target Plan that is directly related to specific student performance data for those areas to which the teacher is assigned. The LTP contains clearly defined professional learning goals and objectives; specifies measurable improvement in student performance resulting from the professional learning; and includes an evaluating component documenting the expected student performance gains;
- the use and implementation of instructional practices that target high-needs students; effectively using common planning time to focus on teaching and learning improvements;
- implementing newly learned strategies with students and participating with other members within professional learning communities to continually refine this implementation so that student achievement is increased;
- implementing effective instructional strategies, formative and summative assessment, and content knowledge focused on national, state, and local standards;
- monitoring student achievement related to professional learning and documenting results;
- using all available technology to improve instructional delivery and expand personal professional learning;
- evaluating professional learning to determine the effectiveness of training in terms of student performance; and
- utilizing knowledge and opportunities for school and district coaching, mentoring, and leadership.

Each classified (non-instructional) employee acts as a role model for lifelong learning by demonstrating a willingness to continually grow in job-related skills and techniques by:

- participating in job-related professional learning;
- learning new uses for current technology as it relates to job assignments;
- evaluating professional learning experiences as related to their job performance/improvement; and
- collaborating with other employees in job-like roles in an effort to share knowledge and talent.

## **Organization**

### **Needs Assessment:**

The district conducts needs assessment processes that include:

- 1) a school-by-school analysis of disaggregated student standardized test scores and data from other

sources, (using FCIM strategies) including, but not limited to:

- additional student achievement data
  - school attendance data
  - school discipline data
  - school environmental surveys
  - School Improvement Plans
  - School Professional Learning Plans
  - district priorities
  - personnel and parent surveys (school environment), annual performance appraisals and Federal, state and local mandates.
- 2) an individual electronic needs assessment designed to collect data on individuals' perception of the effectiveness of training taken and anticipated needs
- 3) based on this needs assessment, the Professional Learning and Leadership Department and other departments generate inservice components that are research-based and aligned with Florida's Professional Learning Protocol and national standards.

Specific professional learning activities are also determined by the following data sources:

- district, state and federal requirements
- Learning Target Plan results
- School Improvement Plans
- final performance appraisal results and
- Protocol Reviews and other state and federal audits.

### **Inservice Components:**

All professional learning activities must be related to an inservice component and focus on: analysis of student data; on-going formal and informal assessment of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance and reading in the content area; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety. In addition, delivery of professional learning by distance learning and other technology based delivery systems should reach more educators, decreasing costs while maintaining teacher presence in the classroom. Continuous monitoring of the quality and effectiveness of professional learning programs through Classroom Learning Walk observations and other monitoring and evaluative methods are required.

Components are developed using the state Protocol Strands of Planning, Learning, Implementing and Evaluating. The criteria:

- Links to state, district and/or school improvement goals;

- Targets the knowledge, attitude, skills, aspirations and/or behaviors of employees related to the professional learning content areas designated in Florida Statute 1012.98;
- details specific, measurable objectives related to professional performance and /or student achievement;
- includes activities that use current research and learning strategies appropriate to the intended goal, applies knowledge of adult learning and change, and models effective teaching strategies, practice and feedback;
- provides for professional learning that is sufficient in length and depth to ensure mastery of needed skills;
- provides for implementation strategies to ensure support and assistance are provided;
- provides web-based resources, assistance and discussion groups related to the training when appropriate; and
- provides for the evaluation of effectiveness linking to student achievement gains where viable and appropriate.

New components will be developed and must be submitted to the Supervisor of Professional Learning for approval. All approved components become part of the Professional Learning Catalog. The Clay County School Board approves the Professional Learning Catalog and any additions, deletions or changes on an annual basis.

#### **Credit for Professional Learning Inservice Points:**

Employees are awarded inservice points (one point per hour of training) for participation in a successfully completed professional learning activity. The Supervisor of Professional Learning gives final approval for inservice points awarded.

In order for component inservice points to be recorded for an employee, the appropriate survey must be completed and submitted via the professional learning management system.

The district maintains up-to-date records for all professional learning including certification and inservice points for school faculty, staff and administrators through the district's professional learning management system.

Inservice points may be used for add-on certification, Florida educator certification renewal, other certificate/license renewal, professional skill building, and incentive programs.

#### **Monetary Compensation:**

Instructional and classified employees may be compensated for professional learning activities occurring outside of regular work hours according to their collective bargaining agreements.

## **Implementation of the System**

#### **Planning:**

The Learning Target Plan (LTP) is the foundation for the planning and implementation of

meaningful professional learning that impacts student achievement. Therefore, school-based and district administrators meet with every faculty/staff member individually to determine training needs based on disaggregated classroom level student achievement data, performance appraisal data, summaries and analyses of end of course evaluations, and school or grade level priorities. Additionally, school and district leadership work diligently to ensure that the objectives of the professional learning delivered directly reflect the objectives specified in the professional learning plans.

### **Learning:**

In seeking to be sensitive to multiple learning styles and preferences, delivery models for professional learning include:

- workshops
- interactive electronic learning
- non-interactive electronic learning
- professional learning communities
- study groups
- action research

### **Implementing:**

Classroom learning walk data and other formal and informal observations are used to ensure that teachers and administrators use what they have learned through professional learning in their classrooms and schools. All professional learning programs include implementation. Participants are provided support and help as they implement their new skills and knowledge through coaching and mentoring where appropriate. Web-based resources and assistance are also offered as follow-up support.

Implementation documentation and follow up may include:

- structured coaching/mentoring
- action research
- collaborative planning
- participant products
- study groups
- interactive electronic communication
- non-interactive electronic communication

### **Follow-up:**

For each component for which inservice points will be awarded, the catalog shall also include a description of any follow-up activities that will be required and support that will be provided to ensure successful completion of the component. All professional learning programs include follow-up via an electronic survey generated

through the professional learning management system. Completion of this survey is required for in-service points to be awarded.

### **Evaluating:**

As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional learning in order to expand effective programs and strategies and eliminate ineffective ones. Evaluation methods may include:

- results of district developed/standardized tests
- results of school/teacher constructed student tests
- portfolios of student work
- observation of student performance
- other performance assessment

Quantitative and qualitative data is collected on three levels based on the following evaluation questions:

- Did individual participants learn and implement effective teaching strategies aligned with program objectives?
- Were professional learning activities aligned and delivered in such a way that identified needs were effectively addressed?
- Did the professional learning component/initiative contribute to increases in student achievement?

Data is gathered in a variety of ways including assessment of student achievement data, end of course evaluations, formal performance assessment data, and evidence of student learning.

Additionally, the District monitors professional learning data to make certain that all activities are aligned with Florida's Professional Learning Protocol and in support of the Learning Forward Standards for Professional Learning.

## **Professional Certificate Renewal Information**

A State of Florida, Department of Education, Professional Educator's Certificate can be renewed with component credit, college credit, a passing score on the subject area exam of a certification area listed on the certificate, instructing a college level course, or a combination of these options. These options must be completed within the 5-year validity period of the current certificate.

### **Options Available for Meeting Renewal Requirements**

- *Component Credit*- Each staff member who wishes to have his/her/their teaching certificate renewed using only component points must have earned at least one hundred twenty (120) points during his/her current validity period of the certificate. Twenty (20) points of the required 120 must be in Teaching Students with Disabilities (ESE-SWD). Forty (40) of the 120 points must be in Developmental

Literacy(DL) beginning in 2025 to renew certificates in the specific subject areas listed in the Developmental Literacy section below.

- *College Credit, College Teaching Experiences, and/or Subject Area Exam-For* renewal methods other than inservice credit, please refer to the [FLDOE Renewal](#) documentation from the Human Resources Department.

## Required Credits for Renewal

- *Exceptional Student Education – Students with Disabilities (ESE - SWD) Credit-* The Florida State Legislative group approved a law, effective July 1, 2014, requiring all those who hold a valid Florida Professional Certificate to complete 1 semester hour of college credit or 20 hours of professional development credit in teaching students with disabilities during the last validity period of the Professional Certificate. This requirement may be met through the completion of online and/or face-to-face training opportunities that meet the state requirements listed below. ESE renewal credit will be tracked in the district's professional learning management system. Certificated staff can check their status toward meeting this requirement at any time by accessing their professional learning transcript.

One (1) Semester Hour in Teaching Students With Disabilities (SWD)

### Unacceptable College Courses

- Courses in Gifted Education are NOT acceptable.
- American Sign Language courses are NOT acceptable (exception - teaching American Sign Language to the Hearing Impaired).

### Acceptable College Courses

- Courses with ESE or Special Education prefixes
- Introduction to Exceptional Student Education
- Nature and Needs of the various disabilities
- Teaching Students with Disabilities
- Educating the Learning Disabled
- Assessment in Exceptional Education
- Assessing Students with Disabilities
- Varying Exceptionalities
- Individualized Instruction for Exceptional Students
- Management Strategies for Students with Disabilities
- Special Education Curriculum

Twenty (20) Hours of Professional Development Credit in Teaching Students with Disabilities (SWD)

### Unacceptable MIP (Master In-service Plan) ESE Component Areas

- Procedural/Legal Requirements
- Working with Aides/Volunteers/Mentors
- Gifted Training

### Acceptable MIP (Master In-service Plan) ESE Component Areas

- Instructional Strategies
- Classroom/Behavior Management
- Assessment

- Curriculum

- *Developmental Literacy – Effective for renewal beginning July 1, 2025-* As a component of the credit requirements specified under paragraph (1)(a) of rule 6A-4.0051, an educator whose application for renewal of a certificate with a beginning validity date of July 1, 2020, or thereafter, must have earned at least two (2) college credits, forty (40) inservice points, or a combination thereof, in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

The requirement applies to anyone with the following areas of certification:

- Elementary Education (K-6)
- Prekindergarten/Primary Education (age 3 through grade 3)
- Elementary Education (grades 1-6)
- Primary Education (grades K-3)
- English (grades 1-6)
- Middle Grades English (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- English (6-12)
- Reading (K-12)
- Reading (Endorsement)
- English for Speakers of Other Languages (ESOL) (grades K-12)

#### Renewal Timeframes

- If a teacher with one of those coverages renewed in 2020, the 40 hours must be earned by 2025.
- If a teacher with one of those coverages renews in 2021, the 40 hours must be earned by 2026.
- If a teacher with one of those coverages renews in 2022, the 40 hours must be earned by 2027.
- If a teacher with one of those coverages renews in 2023, the 40 hours must be earned by 2028.
- If a teacher with one of those coverages renews in 2024, the 40 hours must be earned by 2029.

#### Hours and Coursework

- Points earned within ten years of renewal may be used for the requirement.
- Coursework used to earn a certificate or endorsement may also be used to renew it.
- Courses must address the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.
- Approval of coursework is at the discretion of districts within their professional learning catalog.

## **Bankable Points**

Per the Florida Department of Education, the only professional development points that can be categorized as “bankable” are ESOL, Reading, Developmental Literacy, and ESE-SWD (Students with Disabilities). The objective and/or focus of the training must be instructional in nature to meet the requirements for ESOL, Reading, Developmental Literacy or Students with Disabilities.

A temporary certificate holder who earns bankable in-service points during the validity period of the temporary certificate must use those points toward renewal of the first 5-year professional certificate. The temporary and

professional certificates must be issued for consecutive school years and such training must not have been included within the degree program.

### *Reading Credit*

- Reading training completed prior to July 1, 1999 cannot be banked.
- A professional certificate holder who completes bankable in-service points in the teaching of reading in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.
- English and Language Arts points are not bankable.
- Only professional development points that directly relate to Reading standards will be banked.

To request approval for bankable professional development points in Reading, In-service Coordinators must receive approval from the district reading designee.

### *Developmental Literacy*

- Developmental Literacy points earned within ten years of renewal may be used for the requirement. If they are not used within 10 years for Developmental Literacy renewal, they can be banked as reading credit.
- Only professional development points that directly relate to the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies will be banked as Developmental Literacy.

### *English for Speakers of Other Languages (ESOL) Credit*

- A professional certificate holder who completes bankable in-service points in the teaching of ESOL in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.

### *Exceptional Student Education - Students with Disabilities (ESE - SWD) Credit*

- The banking of ESE - SWD credit will be administered as directed by the FLDOE's Bureau of Certification.

## **Schools of Excellence Renewal Credit**

The 2017 Florida Legislature created section 1003.631, Florida Statutes, establishing the Schools of Excellence Program.

Beginning in 2017-2018, instructional personnel employed at a designated School of Excellence may receive 20 in-service points for each year of employment at the school (up to 60 points) as long as the school maintains the School of Excellence distinction.

“An individual who changes employment only earns credit for a year of employment at a School of Excellence if she/he/they works a minimum of ninety-nine (99) days at the designated school. Credit earned for teaching at a School of Excellence may be used only to satisfy general renewal credit. It cannot be used to satisfy credit for subject specialization or for teaching students with disabilities.” (Florida Department of Education)



# Earning Inservice Points

All in-service offerings must be approved by the Professional Learning Department and led by an approved facilitator.

All inservice points will be awarded on the basis of one point per hour of class attendance provided the participant successfully completes the class requirements as established by the facilitator and/or contact. All professional learning must include follow-up activities. Successful completion is determined by the facilitator. No points will be awarded without completion of all activities required in the course. Additional points may be awarded for follow-up activities at the discretion of the facilitator.

## Out-of-County Professional Technical Assistance, Conferences, and Workshops

Up to 120 PLC points (per 5- year validity period) will be awarded on the basis of one point per hour of attendance in out-of-county professional learning activities. (Lunch hours, registration times, travel time, evening social activities, etc., are not included as inservice.) Required documentation must be submitted within the professional learning management system.

The required documentation includes:

1. description of the event
2. 2-3 paragraph impact report
3. evidence of attendance (i.e. agendas, certificates of completion, verification letters— leave forms are not acceptable), and
4. a pdf file of an email providing evidence of approval from your supervisor

## Activities That Do Not Earn Points:

- Writing teams (not approved as “action research” or professional learning communities)
- Meetings (regularly scheduled faculty or department meetings)
- Viewing videos outside an organized inservice or action research project
- School or classroom visits outside an organized inservice project

# Protocol for Offering an Inservice Activity

All inservice training offered for points and/or pay must fall under the objectives of a current Professional Learning Catalog component as outlined in this catalog.

# Writing an Inservice Training Component

## Why?

Rules require that a component contain specified information. Components are included in the district's Professional Learning Catalog that is reviewed by the Professional Development Advisory Committee and approved by the Clay County School Board. Assurance of Board approval is required by the Department of

Education.

## How?

When designing and writing a component, think of it as an outline for a course. It should be written to indicate the specific competencies the participant can expect to gain upon successful completion, the type of training activities they will be involved in, and how many points they can expect to earn. Instructors should be able to peruse components and understand what they are to present, the types of in class and follow-up activities to plan, the objectives for evaluation, and the competencies which participants will be expected to gain. Therefore, a component should be exact, concise, and informative.

All components are required to include nine criteria (SB 6A-5.071):

- 1) **Component Title** - The component title should be descriptive and unique for the component.
- 2) **Component (State Identifier) Number** - This is assigned by the Professional Learning Department.
- 3) **Assignment and Distribution of Points** - Number of points to be awarded (an hour of instruction equals one point). Points should be calculated and stated for either the total number of hours or a range of hours. One point may be awarded for each actual hour of participation, and additional points may be awarded for outside activities as valued by the coordinator/facilitator. Upon successful completion of the inservice, outside activities and follow-up, participants may receive all or a portion of the available points.

## Planning

- 4) **Target Audience** – List the audience for which the component is intended (i.e. secondary Language Arts, P. E. K-12).
- 5) **General Objective Statement of the Purpose of Component** - The purpose should describe for whom the component is designed and what content the component will address. (Example: The purpose of this component is to introduce elementary teachers to updated concepts of biosystems by teaching them the latest terminology used in describing life interrelationships and showing them how to teach bio-system concepts to elementary students via demonstration and discovery approaches.)
- 6) **Specific Objectives** - Specific objectives are behaviorally written statements indicating the competencies to be gained by a participant upon successful completion of the component. Specific objectives must be:
  - sufficient in number to warrant the number of points being awarded,
  - comprehensive and detailed to indicate to the presenter and the participant the competencies to be gained, and
  - measurable.

## Delivery

- 7) **Description of Activities** – In seeking to be sensitive to multiple learning styles and preferences, delivery modes for professional learning include:
  - workshop;

- electronic; interactive
- electronic; non-interactive;
- study groups and learning communities;
- action research

## Follow-Up

- 8) **Description of Activities** – Classroom learning walks, and other formal and informal observations are used to ensure that teachers and administrators use what they have learned through professional learning in their classrooms and schools. All professional learning programs include follow-up via an electronic survey generated through the professional learning management system. Completion of this survey is required for in-service points to be awarded. Participants should be provided support and help as they implement their new skills and knowledge through coaching and mentoring where appropriate. Web-based resources and assistance may also be offered as follow-up support.

Implementation documentation may include:

- coaching/mentoring
- action research
- collaborative planning
- study group/learning communities
- electronic interactive
- electronic non-interactive

## Evaluation

- 9) **Description of Activities** – As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional learning in order to expand effective programs and strategies and eliminate ineffective ones. Each component should include one method of evaluation listed below:
- results of district standardized tests
  - results of school constructed student tests
  - portfolios of student work
  - checklist of student performance
  - charts, graphs of student progress
  - other performance assessment

# Professional Learning Components

## Component 1 – Subject Content

Component Number	Name of Component
1-000-001	<a href="#">Learning with Art (Visual)</a>
1-000-002	<a href="#">Learning with Art (Visual): Self-Paced</a>
1-002-001	<a href="#">CTE (Career &amp; Technical Education) Learning</a>
1-002-002	<a href="#">CTE (Career and Technical Education) Digital Learning</a>
1-004-001	<a href="#">Foreign Language Learning</a>
1-008-002	<a href="#">Learning with ELA (English Language Arts)</a>
1-008-003	<a href="#">Learning with ELA: Self-Paced</a>
1-009-001	<a href="#">Learning with Math</a>
1-009-002	<a href="#">Learning With Math: Self-Paced</a>
1-010-001	<a href="#">Performing Arts</a>
1-010-002	<a href="#">Performing Arts: Self-Paced</a>
1-011-001	<a href="#">Athletic Coaching Endorsement - Instruction and Coaching Specific Sport</a>
1-011-002	<a href="#">Learning Through Physical Education</a>
1-012-001	<a href="#">Pre-Kindergarten</a>
1-013-008	<a href="#">Learning with Reading</a>
1-013-009	<a href="#">Reading Competency 1: Foundations of Reading Instruction</a>
1-013-010	<a href="#">Reading Competency 2: Application of Research-Based Instructional Practices</a>
1-013-011	<a href="#">Reading Competency 3: Foundations of Assessment</a>
1-013-012	<a href="#">Reading Competency 4: Foundations &amp; Applications of Differentiated Instruction</a>
1-013-013	<a href="#">Reading Competency 5: Demonstration of Accomplishment</a>
1-013-014	<a href="#">Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices</a>
1-013-015	<a href="#">Exploring Structured Literacy (ESL)</a>
1-015-001	<a href="#">Learning with Science</a>
1-015-002	<a href="#">Learning with Science: Self-Paced</a>
1-016-001	<a href="#">Learning with Social Studies</a>
1-016-002	<a href="#">Learning with Social Studies: Self-Paced</a>
1-017-001	<a href="#">Learning Through Writing</a>
1-017-002	<a href="#">Learning Through Writing: Self-Paced</a>

1-103-001	<a href="#">Athletic Coaching Endorsement - Sport Specific Rules and Procedures</a>
1-106-001	<a href="#">Gifted Competency 2 - Curriculum Development</a>
1-407-001	<a href="#">Information Literacy</a>
1-700-001	<a href="#">ESOL Endorsement: Methods of Teaching ESOL</a>
1-701-001	<a href="#">ESOL Endorsement: Testing and Evaluation</a>
1-702-001	<a href="#">ESOL Endorsement: Applied Linguistics</a>
1-703-001	<a href="#">ESOL Endorsement: Curriculum and Materials Development</a>
1-704-001	<a href="#">ESOL: Enriching Content Knowledge</a>
1-704-002	<a href="#">ESOL: For Category III Teachers</a>
1-705-001	<a href="#">ESOL Endorsement: Cross Cultural Communications</a>
1-705-004	<a href="#">ESOL: For Administrators and School Counselors</a>

## Component 2 – Instructional Methodology

Component Number	Name of Component
2-007-002	<a href="#">Best Teaching Practices</a>
2-011-001	<a href="#">Athletic Coaching Endorsement - Coaching Theory &amp; Practice</a>
2-011-002	<a href="#">Athletic Coaching Endorsement - Injury Care and Prevention</a>
2-013-014	<a href="#">Job Embedded Reading Course</a>
2-100-001	<a href="#">Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience</a>
2-100-006	<a href="#">Exceptional Student Education Learning Workshop (Bankable)</a>
2-100-007	<a href="#">Exceptional Student Education Learning Virtual/Interactive (Bankable)</a>
2-100-008	<a href="#">Exceptional Student Education Learning PLC (Bankable)</a>
2-100-009	<a href="#">Instruction of Students with Disabilities (Bankable)</a>
2-106-013	<a href="#">Gifted Competency 5 - Theory of Creativity</a>
2-106-014	<a href="#">Gifted Competency 4 - Special Populations</a>
2-400-004	<a href="#">Elementary Education</a>
2-404-001	<a href="#">Culture of Learning</a>
2-408-023	<a href="#">Professional Learning Communities</a>

## Component 3 – Technology

Component Number	Name of Component
3-003-003	<a href="#">Computer Science/Technology Education</a>

3-003-004	<a href="#">Computer Science/Technology Education: Self-Paced</a>
3-007-005	<a href="#">Technology - Integration into the Curriculum</a>
3-007-006	<a href="#">Technology - Integration into the Curriculum: Self-Paced</a>
3-007-007	<a href="#">Technology Backpacks</a>
3-100-003	<a href="#">Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience</a>
3-422-001	<a href="#">Synergy</a>
3-422-002	<a href="#">Synergy: Self-Paced</a>

## Component 4 – Assessment and Data Analysis

Component Number	Name of Component
4-102-005	<a href="#">Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience</a>
4-106-006	<a href="#">Gifted Competency 1 - Nature and Needs of the Gifted</a>
4-106-007	<a href="#">Gifted Competency 3 - Guidance and Counseling</a>
4-401-002	<a href="#">Data Analysis/Assessment</a>

## Component 5 – Classroom Management

Component Number	Name of Component
5-404-003	<a href="#">Classroom Management</a>

## Component 6 – School Safety/Safe Learning Environment

Component Number	Name of Component
6-103-005	<a href="#">Safe Crisis Management</a>
6-404-001	<a href="#">Student Services - A Safe Learning Environment</a>
6-409-001	<a href="#">Student Services - Social, Counseling, Psychological and Health</a>
6-414-002	<a href="#">Basic Life Saving Training</a>

## Component 7 – Management/Leadership/Planning

Component Number	Name of Component
7-507-001	<a href="#">Athletic Leadership Best Practices</a>

7-507-016	<a href="#">Administrator Development</a>
7-517-001	<a href="#">Instructional Leadership</a>

## Component 8 – General Support

Component Number	Name of Component
8-103-102	<a href="#">ESE Procedures and Practices</a>
8-410-503	<a href="#">Face to Face Ethics for Instructional Personnel</a>
8-410-513	<a href="#">Virtual Ethics Training for Instructional Personnel</a>
8-413-001	<a href="#">Family Involvement</a>
8-510-004	<a href="#">Support Services Training</a>
8-521-001	<a href="#">Schools of Excellence</a>

## Specialized Professional Learning Opportunities

The MIP must pay special attention to beginning teachers, leadership development, and intensive course work for learning new instructional strategies and designs. Legislation recognizes this fact and expects the MIP to address these three areas in the following ways:

Areas	Programs
Beginning Teachers	Professional Learning Facilitators for Beginning Teachers Support Program Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers
Leadership Development	Level II Principalship Certification Aspiring APs Program
Course Work	Various Colleges & Universities

These three areas are not included in this publication due to their size and complexity. Complete documentation may be examined in the following locations:

Programs	Location and Person to Contact
Professional Learning Facilitators for Beginning Teachers Support Program Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers	Professional Development Department Contact: Jennifer Shepard, Supervisor of Professional Development
Level II Principalship Certification	Professional Development Department

Aspiring APs Program	Contact: Jennifer Shepard, Supervisor of Professional Development
Various Colleges & Universities	Human Resources Division Contact: Brenda Troutman, Director, Instructional Personnel