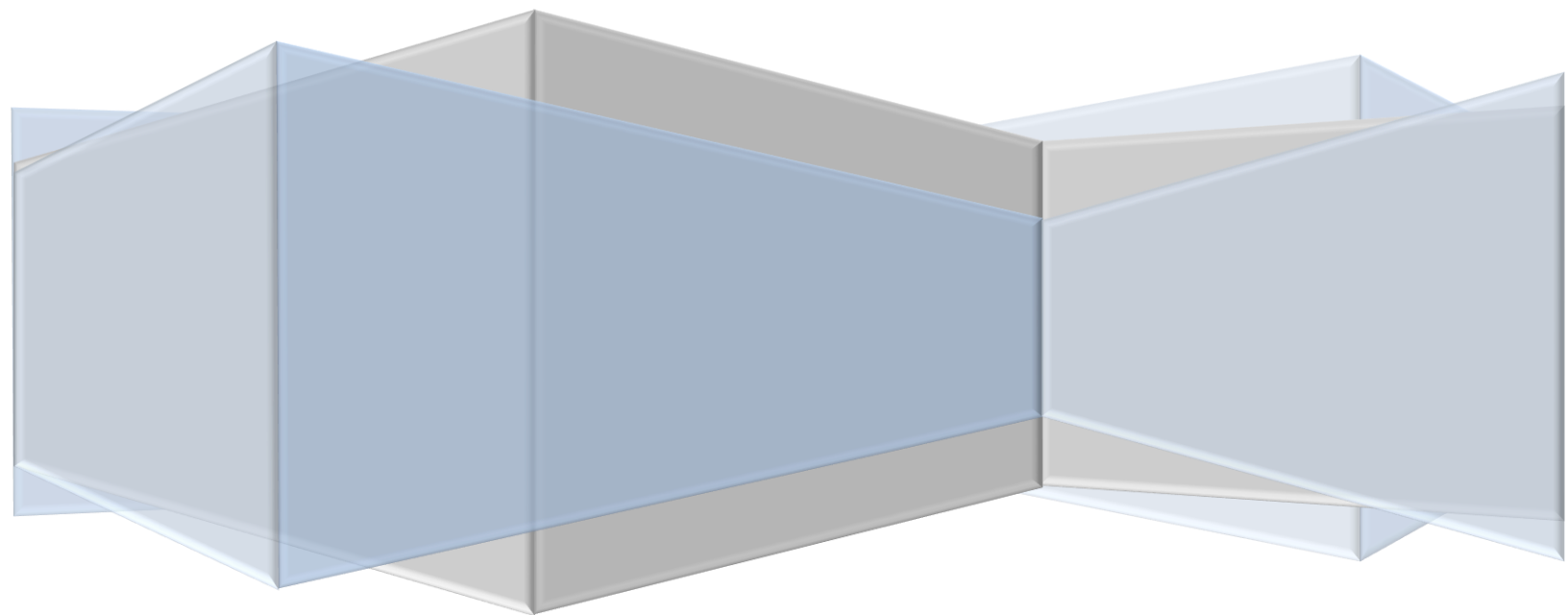


Okaloosa County School District

Master In-Service Plan

2018-2019

School Board Approved, September 10, 2018



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Section I—Overview

The Master In-service Plan (MIP) is a legal document required by [Florida Statute 1012.98](#) and [Administrative Rule 6A-5.071](#). The plan functions as the district’s comprehensive in-service program intended to meet the professional growth needs of Okaloosa County School District (OCSD) educators and staff. This plan is one component of the OCSD Professional Development System which is intended to address the rising expectations for student and educator performance and to align professional development with the mission of college and career ready students. The intent of the Master In-service Plan is to achieve national, state and district educational goals through the establishment of a framework that ensures professional growth in the knowledge, skills, dispositions and practices of all personnel.

This MIP also addresses requirements of the following Florida Statutes and School Board Rules:

Statutes and Administrative Rules

- [Florida Statute 1012.585](#) - Process for Renewal of Professional Certificates
- [Florida Statute 1012.56\(7\)](#) - Educator Certification Requirements
- [Florida Administrative Rule 6A-4.0051](#) - Renewal and Reinstatement of a Professional Certificate
- [Florida Statute 1012.986](#) - William Cecil Golden Professional Development Program for School Leaders

State Board of Education Rules

- [6A-4.0051](#) - Renewal of a Professional Educator’s Certificate
- [6A-5.065](#) - Educator Accomplished Practices
- [6A-5.066](#) - Approval of Educator Preparation Programs
- [6A-5.071](#) - Master In-service Plan Requirements
- [6A-5.080](#) - Florida Principal Leadership Programs
- [6A-5.081](#) - Approval of School Leadership Programs
- [6A-5.090](#) - Content Area Reading Professional Development

Rationale

Okaloosa County School District Mission

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Okaloosa County School District Professional Development Vision

All stakeholders in the Okaloosa County School District share a collective responsibility to participate in continuous professional learning resulting in highly skilled, knowledgeable, and committed educators and ensuring that all students achieve and sustain high standards of learning.

The OCSD Master In-service Plan is centered on the District's mission and the belief that high-quality professional development leads to both highly effective personnel and high achieving students who are lifelong learners who will positively impact their world. This charge, along with the OCSD Professional Development Vision, the OCSD Strategic Plan, The Florida Professional Development Evaluation Protocol, and the national standards for professional learning and legislative requirements, direct the content and practices of professional development in our district.

This Master In-service Plan satisfies the requirements of Florida Statutes 1012.98 and Board of Education Rule 6A-5071 by outlining a Professional Development System that comprises:

- alignment with student and personnel needs, identified through multiple data sources;
- professional learning activities that center on professional growth in reading, subject content, teaching methods, technology, assessment/data analysis, classroom management, school safety, leadership standards, Florida Standards, family involvement, and general support;
- professional learning activities for school administrative personnel that attend to updated skills for effective school management and instructional leadership based on the Florida Principal Leadership Standards; and

- an Individual Professional Development Plan (IPDP) process that provides for needs related to specific student performance data, clearly defined training objectives, specific measurable improvements in student performance resulting from training activities and an evaluation component that determines the effectiveness of the IPDP.

Section II—Management of the Program

Role of Each Educator:

- Each educator acts as a model for lifelong learning by demonstrating an attitude of openness to innovation, ethical behavior, and a willingness to continually improve his or her professional practice.
- Each educator or school leader develops and implements an Individual Professional Development Plan/Individual Leadership Development Plan that is directly related to instructional or leadership practices to improve student performance data for those areas to which the individual is assigned.
- Each instructional educator implements newly learned content and strategies with his or her students and participates in professional learning communities to continually refine this implementation so that student achievement is increased.
- Each instructional educator and school leader monitors student achievement related to his or her professional development and documents results.

School and district delivered professional development will focus on the following arrays:

- **Academic Standards**—methods, pedagogy, and strategies to deepen educator mastery of the framework of state academic standards for students, the tools for designing effective standards-based lessons, and the research-based strategies that engage students in successful learning.
- **Accommodations**—strategies for assisting students with learning challenges to meet Florida’s State Standards or Next Generation Sunshine State Standards;
- **Assessment**—methods to monitor and record, or track, student progress and success;
- **Data Access**—methods to use state data systems to provide information on student performance to all stakeholders;
- **Differentiated Instruction**—methods and strategies aligned to instruction that is planned and delivered via multi-tiered systems of support to minimize achievement gaps;
- **Florida Accomplished Educators Practices (FEAPs)**—methods, pedagogy, and strategies to increase educator effectiveness and skills;

- **Florida Principal Leadership Standards (FPLS)**—methods, pedagogy, and strategies to increase principal effectiveness and skills;
- **Evaluation System Priority Indicators**—methods, pedagogy, and strategies aligned to instructional and leadership components addressed in the district’s evaluation systems, to include development and training of evaluators;
- **Low-achieving Schools**—methods, models, and practices that improve instruction and support recruitment and retention of highly effective teachers and principals to schools that are high-poverty, high-minority, and persistently lowest-achieving schools;
- **Peer and Mentor Teachers**—methods, pedagogy, and strategies enabling master teachers to serve as facilitators of professional development, lead professional learning communities, and function as members of the school leadership team;
- **Protocols**—methods, models, and practices that support quality implementation of the Florida Professional Development Protocol Standards at the educator and school levels;
- **STEMM**—methods, pedagogy, and strategies aligned to secondary career and technical programs that provide training in STEMM occupations and processes to support program graduates in securing industry certification and/or examination;
- **Student Learning Characteristics and Relationships**—professional learning aligned to contemporary research on brain functions, forms of intelligence, human development, characteristics that impact student relationships and success at learning, and learning styles;
- **Technology Supported Learning**—methods and strategies on the use of technology-based learning for students and adults.

Professional Development Activities Eligible for In-service Points

Methods of attaining increased knowledge and skills include: professional learning communities (PLCs), lesson study, action research, district or school-based development and training activities, district online courses, online coursework provided outside the district, conferences or seminars, professional travel, independent study, college/university/vocational classes, classroom visitation, peer mentor/coaching, new teacher mentoring. In-service points will be awarded for professional learning activities aligned with high priority purposes of the OCSD Professional Development System Plan.

Professional Learning Communities/Lesson Study

OCSD is committed to improving student achievement through job-embedded, collaborative professional learning communities (PLCs) at all district schools. Teacher learning impacts student learning when teachers are working and learning with their colleagues. DuFour and Reeves (2015) describes a professional learning community as “...an ongoing process in which educators work collaboratively in recursive cycles of collective inquiry and action research in order to achieve better results for the students they serve.”¹

If group members want to earn in-service points for this activity, a Development Activity Request should be submitted through Frontline: Professional Growth, and PLC/Lesson Study agendas and logs should be kept by PLC/Lesson Study teams. In order to finalize the activity and award in-service points, copies of the Educator Reflection Log(s) and agendas, including participant sign-in sheets with the principal or site supervisor signature, should be submitted to the Professional Development Department at the conclusion of the PLC or the end of the semester/school year.

Action Research

Action research involves the identification of a problem/issue, data collection (from research literature and school/district data), data analysis and changes in practice with additional data collection. Action research may be done individually or in small groups. This professional development approach is built on the concept of “reflective action.” **A School Improvement Team or MTSS/Child Study Team functioning in this manner is considered an action research group. In-service points awarded for this type of professional learning will be awarded only for hours spent in research, collaboration and implementation of new practices. Hours will**

¹ DuFour, R., & Reeves, D. (2015, October 2). Education Week. Retrieved from Education Week Teacher : <http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html>

not be awarded for organizational meetings, meeting set up, school event set up or clean up following school events.

To develop an action research project, employees contact their administrator/supervisor for support. If group members want to earn in-service points for this activity, contact must be made with the Professional Development Department to submit a Development Activity Request for the activity prior to the beginning of the activity. In order to finalize the activity and award in-service points, a Professional Learning Log and implementation timesheet must be maintained and submitted along with any artifacts of the research project, including an administrator signature, to the Professional Development Department at the conclusion of the research project.

District or School Based Educator Development or Training Activities

Development or training activities can occur either on-site or off-site and should include exploration of theory (if appropriate), demonstration of practice through classroom implementation with students, supervised trial of new skills with feedback on performance from facilitator or peer, job-embedded coaching within the workplace, web-based resources and an evaluation to determine the degree to which student learning and educator skills improved.

To provide a professional learning activity, a facilitator must first secure the permission of the school's or department's administrator. Instructions on how to place a Development or Training Activity Request and how to manage the activity can be accessed on the Professional Development website. To attend a school or district sponsored workshop, participants must register in Frontline: Professional Growth.

Online/Blended Coursework

Online coursework is provided by OCSD and is also offered by approved providers including, but not limited to, Beacon Educator, FDLRS Emerald Coast and Panhandle Area Educational Consortium (PAEC).

*Participants in coursework delivered by providers other than Beacon Educator, FDLRS and the PAEC should receive pre-approval for coursework from the Professional Development Department at least two (2) weeks prior to the start of the course through the submission of an **Individual Learning Activity**. The participant will need to complete the online request through Frontline: Professional Growth to include meeting dates/times, specific learner outcome(s) and demonstration/implementation outcomes, demonstration/implementation monitoring plan, and a description of the staff and student evaluation methods. Upon course completion, participants must submit to the Office of Professional Development: a certificate of completion*

(including hours of participation) and appropriate artifacts deeming implementation with students and impact to student learning and educator practice.

OCSD Endorsement Courses

Endorsement courses for Athletic Coaching, ESOL, Gifted, and Reading are provided as online and/or blended courses. These courses are paid for by the district and are available to full-time OCSD instructional personnel and employees. For a fee, individuals not employed with the district that hold a valid Florida Educator's Certificate may enroll for the purpose of certificate renewal. Individuals who are paid as supplemental athletic coaches and are required to obtain Athletic Coaching certification will be provided vendor information, prices for courses, and any documents necessary in order to utilize a district-approved vendor program to pay for and complete the three required courses. The Professional Services Department will assist candidates with the process of adding an endorsement to a valid Florida Educator's Certificate or applying for an Athletic Coaching certificate.

Facilitators will submit rosters of participants who have successfully completed course requirements within the course timeline in order for participants to receive in-service credit. Transcripts from district-approved vendors will be used to verify course completion.

Conferences or Seminars

Educators, district staff, and school leaders may receive in-service points for attendance at local, state and national conferences or seminars that will serve to improve effectiveness in the classroom or assigned duties. There must be a clear relationship between the professional development provided through the conference/seminar and its potential for increasing student achievement or improved effectiveness in assigned duties.

To receive in-service credit for conferences and seminars, employees must submit a completed Educator Learning Log, to include the Implementation Agreement, along with an agenda or certificate verifying the number of hours of professional development received, artifacts demonstrating implementation with students and a reflective statement identifying impact on student learning.

Educational Travel

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

- Travel is pre-approved by the educator's supervisor for professional development purpose, directly related to job assignment and required course standards, if instructional staff;
- Participant maintains a detailed travel log, with dates and times, in-service activities and summaries of new learnings;

- Upon return to work, a unit using materials and ideas gained during the educational travel is taught and verified by a school administrator or designee using the Educational Travel Evaluation Form; and
- The travel log and Education Travel Evaluation Form are submitted to the Professional Development Department for approval.

Classroom Visitation

In-service points may be awarded to teachers for visitation to another classroom to observe specific research-based skills/strategies being implemented. The visitation must meet the following criteria:

- Be in an instructional area related to educator's role.
- Be a part of an active coaching cycle, novice teacher induction program activity, professional learning community activity, or as specified in a Professional Improvement Plan or Individual Learning Activity;
- Be approved in advance by the school administrator;
- Be of sufficient length to observe all desired aspects of instructional delivery, student engagement, and formative measurement of student success;
- Include a pre-visit meeting with the educator being observed or instructional coach to determine what evidence will be collected during the visitation;
- Include a Classroom Visitation Log in which the visiting educator collects notes during the visitation;
- Include a post-visit meeting with educator being observed or instructional coach to review findings in support of creating the Implementation Agreement;
- Include implementation with students as noted in the Implementation Agreement— data which will be discussed with school administrator during conference to request signature in Verification of Implementation box; and
- Include submission of a completed Classroom Visitation Log to educator's My File Library in Frontline: Professional Growth as part of the process to request in-service points for the activity.

*Teachers must submit an **Individual Learning Activity** on Frontline: Professional Growth within two weeks of completing the classroom visit and implementation activities, and then, must submit a Classroom Visitation Log with signed verification by a school administrator to the Professional Development Department to finalize the activity and award in-service points.*

Supervision of Teacher Interns/Practicum Students

Educators who are acting as supervising teachers of pre-service teacher interns or-practicum students may earn in-service points for time logged outside of normally scheduled classroom/instructional time. The Program Director of Professional Services has determined

how many in-service hours are available through supervising activities, and will grant approval to those educators seeking in-service points for their participation according to the following guidelines:

Program	Eligible In-Service Points
<54 hours	No points
54 hours	6 points
72 hours	9 points
100 hours	12 points
150 hours	16 points
300 hours	32 points
Full time semester	40 points

Educators seeking in-service points for supervising pre-service teacher interns or practicum students must submit an email request to the Professional Services offices. After verifying successful completion of the placement assignment, the Professional Services office will make a request to the Professional Development Department to have in-service points awarded.

Peer Mentoring or Coaching

Teachers who act as mentors or coaches for new teachers or teachers requesting mentorship may earn in-service points for accurately completing the Mentoring Journal. These journals are provided as part of the Mentor-Mentee workshop included in the New Teacher Induction Program. Teachers acting as mentors should have completed at least one of the following: Clinical Educator Training or Mentor Training. Mentor teachers who successfully complete all mentor obligations and requirements will be awarded 40 points during a school year.

College Coursework

College courses, in-state and out-of-state, may be used to renew a professional teaching certificate (dependent upon teaching fields on the certificate and course content). Courses taken within the five year validity period of the current Educator’s Certificate may be used for certificate renewal. Educators will present a certified transcript from an accredited college or university to the Certification Analyst during renewal in order to use college coursework to renew a professional teaching certificate.

Activities Ineligible for In-service Credit

- Business, faculty/staff, committee or advisory meetings with no professional learning component
- Administering tests or screeners for students or teachers
- Completing grants/Request for Assistance (RFAs)/Deliberate Practice Growth Plan/Accreditation or other review materials
- Serving on/attending bargaining agency meetings, district councils or committees whose purpose is unrelated to improving student performance or educator practice/skills
- Processing registrations/record-keeping
- Chaperoning or supervising students
- Supervising students participating in clinics, contests or other competitions
- Personal travel
- Work accomplished under a work contract
- Coursework or training needed for a non-teaching task and not related to teaching
- Any activity for which the participant's learning is not planned as an in-service activity and evaluated by a supervisor or coordinator of the activity

Eligibility to Attend OCSD In-service Activities

Educators who are currently employed by the Okaloosa County School District and maintain a current Florida Educator teaching certificate or career-technical district certificate and/or retired OCSD educators who live in Okaloosa County are eligible to attend training and development activities. These educators may self-register through Frontline: Professional Growth or may be registered for in-service activities only by Professional Development Department staff.

Non-district employees maintaining a Florida Educators teaching certificate may contact the district to request access to available professional learning activities, and if granted, may pay for (if necessary) and be registered by Professional Development Department staff on a “space-available” basis.

District-paid endorsement courses offered in Frontline: Professional Growth are available to full-time, currently employed administrative or instructional personnel and employees of OCSD who hold an active Florida Educator’s professional certificate. Educators holding a valid Florida Educator’s Certificate who are not currently employed as administrative/instructional staff, but are qualified substitutes or on board approved leave, may register and pay for endorsement courses, as space permits with first priority given to full-time employees.

Components and Points

The components of the MIP describe the types of training and development opportunities available for certificated and non-certificated personnel. All activities for which in-service (component) points are awarded must be covered by an approved component outlined in the MIP. One (1) in-service point is equivalent to one (1) clock hour of participation in a training/development activity, job-embedded implementation activity, or evaluation/reflection activity. Points cannot be posted in fractions of an hour; any clock time less than a full hour must be rounded down e.g. 15.5 hours = 15 points.

Final approval for awarding of in-service points, eligibility of points for use in meeting certificate renewal requirements and the electronic posting of points in Frontline: Professional Growth is the responsibility of the Professional Development Department.

Use of In-service Points

In-service points may be used by instructional personnel for the following:

- Add-On Certification/Endorsement(s)
- Alternative Certification
- Florida Educators Certificate Renewal
- Other Professional Certificate/License Renewal
- W. Cecil Golden Professional Development Program for school leaders
- Approved District Leadership Program

In-service points may be used by non-instructional personnel for the following:

- Professional Skill Building—Non-Instructional
- Job-related certifications

Transfer of In-Service Points

An individual may transfer in-service points earned during employment in one school district to another school district within the State of Florida. To accomplish this transfer of credit, the individual must contact the district of previous employment and request an In-service Teacher Education Transfer Record be sent to the district Professional Services Department in the district of his/her current employment.

Renewing Teaching Certificates

State of Florida teaching certificates can be renewed with component credit, college credit or a combination of both. Each staff member who wishes to have his or her teaching certificate renewed using component points must have earned at least one hundred twenty (120) points to include 20 in-service points or 1 college semester hour of teaching students with disabilities (FDOE SWD) during his or her current validity period. College coursework, up to 6 semester hours, may also be used to renew a certificate; presentation of a certified transcript from an accredited college or university to the Certification Analyst will take place during the renewal process. Certification and recertification are managed by the Professional Services Department.

Procedures for Awarding In-service Points

All in-service hours are awarded through the Office of Professional Development when it is determined that all procedures and requirements were followed appropriately and evaluation of participant learning and implementation has been verified. Documentation of attendance and successful completion of follow up is a requirement for any in-service hours to be awarded; one in-service hour can be awarded per one hour of in-service contact. The in-service portfolio in Frontline: Professional Growth reflects all in-service hours awarded to an educator over his/her length of employment in the district. An educator's Licensure Transcript in Frontline: Professional Growth identifies in-service hours eligible for use in the current renewal period.

When requesting in-service hours for eligible activities, the following criteria must be met:

1. All in-service activities must be entered in the Frontline: Professional Growth professional development portal and contain an approved component in the Master In-Service Plan.
2. A copy of the follow up/implementation artifacts must be kept on file with the original in-service record for five years via a Frontline: Professional Growth team room, electronic records held at the school site or with the department hosting the activity, or with the Office of Professional Development.
3. The required district online evaluation survey must be completed for all types of professional learning activities in order for in-service points to be awarded.

Procedures for Placing Activities in Frontline: Professional Growth

District employees must have the approval of their supervisor/administrator and the Professional Development Department in order to place activities in Frontline: Professional Growth. The following set of procedures must be followed in order for an activity to be placed and for participants to receive in-service credit:

1. The course trainer/facilitator/Staff Development Coordinator is responsible for applying for activity approval through the Frontline: Professional Growth portal at least three (3) weeks prior to the course start. Directions for activity approval and appropriate form selection (***Development Activity Application*** or ***Training Activity Application***) can be found on the district's Professional Development website in the Staff Development Coordinator's manual, <http://www.okaloosaschools.com/content/pd-staff-development-coordinators>.

a. Within three (3) days, the course will be approved by the Professional Development Department, and then, the activity will be placed in the district catalog on Frontline: Professional Growth to make available for participant registration.

b. Participants should register in Frontline: Professional Growth prior to the course start date.

2. Information required to create an activity must include the following: title of activity, date(s), location, target audience and specific learner/implementation outcomes aligned with components of the MIP and with district goals and initiatives. In addition, the learning methods, implementation methods, and evaluation methods for staff and students must be considered. A brief overview of the training or development activity should also be included. It is important that the target audience is clearly defined, especially if participation is limited to a specific group of employees or pre-requisites prior to the activity are required.

3. All development activities must include an implementation and monitoring plan in order to ensure the knowledge and skills addressed in the activity are implemented at the classroom level with a focus on improving educator skill and increasing student learning. The implementation artifacts of participants should be maintained at the school-site, in the Team Room in Frontline: Professional Growth, or copies sent the Professional Development Department for audit purposes. Also, each development activity must include methods for evaluating impact of the activity on students and staff. Evaluation data should be collected, reviewed, and used in determining the success of the activity and to determine whether or not the component is purposeful or in need of deletion or revision.

4. The required district online evaluation survey in Frontline: Professional Growth should be completed for all development and training activities in order for professional development credits to be awarded to participants.

Add-On Endorsements

OCSD approved add-on certification programs:

Athletic Coaching

The Athletic Coaching Endorsement program provides required development courses for personnel who wish to coach students in athletic sports and activities. The plan provides for 180 hours of training in Coaching a Specific Sport, Coaching Theory and Care and Prevention of Athletic Injuries.

- Plan Origination Date: 2007
- Latest Approval by FDOE: 2014
- Plan Expiration Date: 2019

ESOL Endorsement

The ESOL Endorsement program provides 300 hours of development to teachers who teach or will teach English to identified Limited English Proficient students. The program includes the following ESOL courses: Applied Linguistics, Cross-Cultural Communication and Understanding, Curriculum and Materials Development, Methods of Teaching, and Testing and Evaluation.

- Plan Origination Date: 1997
- Latest Approval by FDOE: 2017
- Plan Expiration Date: 2022

Gifted Endorsement

The Gifted Endorsement program provides 300 hours of development to teachers who teach or will teach identified gifted students. The program includes the following Gifted courses: Nature and Needs of the Gifted Learner, Curriculum and Instructional Strategies for the Gifted, Theory and Development of Creativity, Guidance and Counseling for the Gifted and Education of Special Populations of Gifted Students.

- Plan Origination Date: 1995
- Latest Approval by FDOE: 2018
- Plan Expiration Date: 2023

Reading Endorsement

The Reading Endorsement program provides 300 hours of development to meet these competencies identified by FDOE: Competency 1 – Foundations of Reading Instruction, Competency 2 – Application of Research-Based Instructional Practices, Competency 3 – Foundations of Assessment, Competency 4 – Foundations and Applications of Differentiated Instruction and Competency 5 – Demonstration of Accomplishment.

- Plan Origination Date: 2005
- Latest Approval by FDOE: 2014
- Plan Expiration Date: 2019

Coursework for the ESOL, Gifted and Reading Endorsements is available to all full-time instructional personnel and employees of the school district. Non-district employees who live in Okaloosa County and maintain a current Florida Professional Educator's Certificate, may request enrollment into endorsement courses on space-available access with appropriate payment for course hours to cover the district's costs. Due to the level of rigor and length of each endorsement course, it is recommended that educators register for one endorsement course at a time.

Banking of ESE (SB 1108), ESOL and Reading In-service Points

The 1998 and 2004 Legislatures passed bills that enable individuals who take college credit or earn in-service points in English Speakers of Other Languages (ESOL) or teaching of Reading to “bank” the credit for renewal as follows:

1. **For individuals who hold a Professional Certificate:** ESOL or Reading credit or in-service hours earned in excess of the six (6) semester hours of credit or 120 in-service hours required for renewal may be banked for subsequent validity periods.
2. **For individuals who hold a Temporary Certificate:** ESOL or Reading credit earned during the validity of the Temporary Certificate may be used to renew the first Professional Certificate. The Temporary Certificate and the Professional Certificate must be issued for consecutive school years. The ESOL or Reading credit that is banked may not be included within a degree program.

The 2014 Legislatures passed a bill that enables individuals who take college credit or earn in-service points in teaching students with disabilities to “bank” the credit for renewal as follows:

1. **For individuals who hold a Professional Certificate:** Teaching Students with Disabilities credit or in-service hours earned in excess of the one (1) semester hours of credit required for renewal may be banked for subsequent validity periods.
2. **For individuals who hold a Temporary Certificate:** Teaching Students with Disabilities credit or in-service hours earned during the validity of the Temporary Certificate may be used toward renewal of the first professional certificate. The Temporary Certificate and the Professional Certificate must be issued for consecutive school years. The Teaching Students with Disabilities credit that is banked may not be included within a degree program.

Procedures for Updating the MIP

The OCSD MIP should be updated annually (and approved by the School Board) based upon needs identified by the Professional Development Department, district staff, and school administrators. The board-approved MIP must be submitted to the Florida Department of Education by September 1st of each calendar year.

- Amendments to the Master In-service Plan - Any component developed after the annual approval of the MIP may be submitted for school board approval as an amendment to the MIP.
- Streamlining the Master In-service Plan - At each annual adoption of the MIP, components no longer needed or not in alignment with current state or district purposes and priorities may be deleted from the MIP.

Section III—Needs Assessment

In order to plan an effective and efficient program of professional development for a school district, it is essential to take stock of achievements and areas that represent opportunities for growth. The OCSD Professional Development Department reviews both internal and external data sources in order to build a program that serves the varying needs of all employees. The following data sources are considered in the development and updating of the Master In-service Plan:

- Student Achievement Data
- Annual Performance Appraisal Data for Administrative and Instructional Personnel
- Individual Professional Development Plans/Individual Leadership Development Plans
- School Improvement/Performance Plans
- Annual Needs Assessments completed online by Administrative, Instructional and Non-Instructional Staff
- School Discipline Data
- OCSD Curriculum Goal(s) and Objectives
- Advanced ED Accreditation Report
- Federal, State and Local Initiatives
- Florida Professional Development Evaluation Protocol Standards

The OCSD Professional Development Department also receives information from the following sources which assist in determining the professional development needs of individual schools and the district as a whole:

- Professional Development Steering Committee
- Teacher Evaluation Committee (TEC)
- Principals, Assistant Principals, and District Leaders
- Individual teachers through school surveys and individual feedback
- District Directors and Assistant Superintendents
- School Advisory Councils

The Professional Development Steering Committee meets annually to review current data and plan for high quality professional development. This team is comprised of representatives from district departments, school-based educators and school leaders, and instructional coaches.

The PDSC, along with the district leaders, recommends implementation methods based on documented needs.

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 be the same or different from district needs. Schools plan to meet their individual professional learning needs via school-based release time, district early release/late start days, pre-and post-planning days, during school hours and in the summer. They also facilitate, monitor and support the work of PLCs focused on school needs.

Section IV—Evaluation Process

The planning and design of professional development activities will include processes which address:

A. Evaluation of fidelity of implementation of professional development

- Is the professional learning high quality resulting in participant satisfaction?
- Does the professional learning result in an increase in educator knowledge and skills?

B. Fidelity of implementation by educators of the professional learning on the job; and

- Does the professional learning result in improved or enhanced practices or methods?

C. Impact on student achievement.

- Does the professional learning result in desired student achievement?

A. Evaluation of Fidelity of Implementation: Participant Evaluations

Each professional development activity entered into Frontline: Professional Growth is based on the Master In-service Plan and requires an online evaluation of the activity. The course facilitator can specify additional evaluation methods for the training or development activity. If a pre- and post-assessment related to course content is given, successful participants should have a score of 80% or higher. Online courses such as endorsement and content area courses require participants to successfully complete all course assignments. Course reflections which address participant reactions and learning are also often required.

- **Demonstration/Implementation Activities** – Training and development activities that are eligible for in-service credits must include demonstration/implementation activities or plans by participants. Demonstration/Implementation artifacts document participant learning and demonstration of competency or implementation of newly learned skills in the classroom or on the job. The types of activities which may be implemented include:
 - structured coaching/mentoring (may be direct observation, conferencing, oral reflection and/or lesson practice/demonstration/modeling);
 - independent learning/action research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning);
 - collaborative planning (monitoring and feedback related to targeted professional learning, includes learning community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues);

- participant product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources);
- Lesson study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented):
- electronic-interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning;
- electronic-non-interactive with learning monitored thru online comprehension checks and/or participant’s summative reports or modeling to peers or supervisors;
- evaluation of practice indicators—The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning.

District staff and site-based staff facilitate implementation activities.

B. Evaluation of Implementation of Learning by Educators: Performance Appraisal Systems

Instructional personnel and school administrators are evaluated via OCSD appraisal systems:

- **Instructional** – *Okaloosa County Teacher Evaluation System*
- **Administrative** – *Non-School Based Administrator Evaluation, Okaloosa Principal Leadership Assessment*

The focus of these instructional evaluation systems is to improve the quality of leadership and instruction in order to advance student growth and academic achievement. Both systems include individual planning for professional growth supported through observations of professional practices, timely and actionable feedback related to professional practices, coaching and participation in professional development aligned with areas identified for professional growth. Personnel conducting observations focus on areas targeted for growth based on professional development choices.

Instructional Personnel - OCSD’s Individual Professional Development Plan is a teacher-specific plan designed to ensure individual professional growth. Teachers create an Individual Professional Development Plan aligned with self-reflection and data reviews and submit it for

administrative approval. When the plan is approved, the teacher begins the process of putting his/her plan into action throughout the year. This process consists of the following:

- Identify a goal, and determine actionable steps for improvement;
- Seek professional development supporting implementation of those steps;
- Receive feedback from observers/administrators on the effectiveness of implementation;
- Self-reflect on the effectiveness of implementation;
- Seek further professional development if needed based upon feedback and self-reflection;
- Revisit or progress to new action steps based upon feedback and self-reflection;
- Repeat the process.

School Administrators – OCSD’s Individual Leadership Development Plan is a leader-specific plan designed to ensure individual professional growth. School leaders create an Individual Leadership Development Plan through self-reflection aligned with the Florida School Leadership Standards and data reviews. The plan is approved by the Superintendent. When approved, the school leader begins the process of putting his/her plan into action throughout the year. This process consists of the following:

- Break the goal into actionable steps for improvement;
- Seek professional development supporting implementation of those steps;
- Receive feedback from district administrators on the effectiveness of implementation;
- Self-reflect on the effectiveness of implementation;
- Seek further professional development if needed based upon feedback and self-reflection;
- Revisit or progress to new action steps based upon feedback and self-reflection
- Repeat the process.

C. Impact on Student Achievement

Professional development activities for instructional personnel and administrators that are designed to be implemented in the school/classroom should include some type of student achievement documentation linked to the implementation activities of the participants. For school-based professional development activities, the impact of these learning activities should be documented by correlating student achievement data with them. Student achievement data is reported in School Improvement/Performance Plans, state standards-aligned assessments (ex. FCAT, FSA), district assessments and school-based formative and summative student growth targets, as well as student performance checklists.

Program Evaluation

The OCSD in-service program is evaluated at the school and district levels. At the district level, program evaluation data includes:

- Online evaluations completed in Frontline: Professional Growth, evaluations and reflections completed at workshops and online modules as well as professional learning communities;
- Performance appraisal data from both teachers and school administrators;
- Student achievement data;
- Formal and informal surveys and questionnaires completed by instructional and administrative personnel.

Data results are used by the Professional Development Department and the Professional Development Steering Committee to evaluate professional development and professional learning practices in order to make judgments regarding:

A. Continuing, modifying or discontinuing professional development activities or programs;

B. Continuing or discontinuing components of the MIP;

C. Sustaining, realigning or developing capacities supporting implementation of the OCSD Professional Development System; and

D. Retaining, adjusting or reorganizing school and district operations or practices that impact accomplishing the purposes of the professional development system.

The Strategies and Strategic Objectives of the OCSD Strategic Plan, the AdvancED Accreditation Recommendations, and the results of the Florida Professional Development Evaluation Protocol Review are also monitored in the process of program evaluation.

Need for Non-instructional staff workshops are determined by supervisors, the Professional Development Department, performance needs assessments and participant surveys. The trainings are evaluated through participant questionnaires and formal and informal observations of job performance.

Section V—Master In-Service Plan Components

All MIP components will be reviewed annually by the Professional Development Steering Committee and updated as needed by the Professional Development Department.

The table below is a numerical listing of the professional development components designed for implementation under this Master In-service Plan.

Component Name	Component Number	Component Number Aligned to SB 1108
Academic Standards		
College Credit	1409002	2100007
Continuing Education	1409001	2100008
CRISS: Creating Independence Through Student Owned Strategies	2008001	--
Curriculum Strategies for Teaching At-Risk Students	2408001	2100001
Integrated Standards-Based Curriculum, K-12	2007001	--
ARTS: Standards-Based Instruction in Visual and Performing Arts	2000001	--
CHOICE: Advanced Website Development	3209005	--
CHOICE: An Introduction to Technology	3209001	--
CHOICE: Career Programs	2211001	--
CHOICE: Career Programs: Instructional Support	2210001	--
CHOICE: Cybersecurity	3209006	--
CHOICE: Digital Design	3209003	--
CHOICE: Digital Information Technology	3209002	--
CHOICE: Web Development	3209004	--
Standards-Based Instruction in Career-Technical Education (Career Education)	2002001	--
Standards-Based Instruction in Career-Technical Education (Computer/Science Technology Education)	2003001	--
ELA: Balanced Literacy in the Elementary Classroom	2008002	--
ELA: Balanced Literacy in the Intensive Reading Classroom	2408012	--
ELA: Standards-Based Instruction in English/Language Arts, K-12	2008003	--
ELA: Standards-Based Writing Instruction, K-5	2017001	--
ELA: Standards-Based Writing Instruction, 6-12	2017002	--
FOREIGN LANGUAGE: Standards-Based Instruction in Foreign Language	2004001	--
MATH: Standards-Based Instruction in Mathematics	2009001	--
MATH: Issues and Trends in Mathematics	1009007	--
MATH: Manipulatives and Resource Development	1009008	--
MUSIC: Standards-Based Instruction in Music	2010001	--
MUSIC: Issues and Trends in Music	8010001	--

PE: Standards-Based Instruction in Physical Education	2011001	--
PE: Issues and Trends in Physical Education	8011001	--
PE: Understanding Fitness/Wellness	1011004	--
Professional Development Project	1409006	--
Program Implementation Training	8409006	--
Schools of Excellence Credit	8521001	--
SCIENCE: Standards-Based Instruction in Science	2015001	--
SS: Standards-Based Instruction	2016001	--
SS: Strategies for Teaching Social Science	2016002	--
Strategies for Teaching Vocational Education	1211006	--
Trainer Training	1409007	--
Accommodations		
ELA: Next Generation Content Area Reading—Professional Development (NGCAR-PD)	1013012	--
ELA: Next Generation Content Area Reading—Professional Development (NGCAR-PD) Practicum	1013013	--
ELA: Multi-Sensory		
ESE: Behavior Management	5404002	5101001
ESE: College and Career Readiness: Transition Planning for ESE Students	--	2100002
ESE: Crisis Prevention	6403001	--
ESE: Florida's State Standards ACCESS Points	--	2105001
ESE: Policies and Procedures	8410001	--
ESE: Inclusive Practices for Students with Disabilities	--	2100003
ESE: Instructional Methods for Teaching Pre-K Disabilities	--	2100004
ESE: Instructional Methods for Teaching Students with Traumatic-Brain Injury	--	2100005
ESE: Instructional Methods for Teaching Students with Varying Needs	--	2100006
PDA ONLINE: Effective Teaching Practices for Teaching Students with Disabilities, Focusing in the Content Areas	--	3100004
PDA ONLINE: Positive Behavior Intervention Support (PBIS)	--	5101002
PDA ONLINE: Teaching Students with Disabilities	--	3100003
PDA ONLINE: Technology for Student Success: An Introduction	--	3100001
PDA ONLINE: Technology for Student Success: Assistive Technology	--	3100002
PDA ONLINE: Technology for Student Success: Tools for Reading Comprehension	3013001	--
PDA ONLINE: Inclusive Practices for the Developmentally Appropriate Pre-K Classroom	--	2100009
PDA ONLINE: Pre-K Florida Child Outcomes Measurement System Battelle Developmental Inventory 2nd EDITION (BDI-2)	4012001	--
Program Implementation Training	8409006	--

Assessment		
Assessment Instruments	4401007	--
Assessment of Student Progress	4401002	--
Assessing Student Academic Progress	4401003	--
Issues and Trends in Assessment	4401008	--
ESE: Assessment Issues for Exceptional Students	4401009	4102001
FDLRS: PDA: Formative Assessment for Differentiating Instruction	4401010	4102002
Program Implementation Training	8409006	--
Data Access		
Management Information System	7508001	--
Differentiated Instruction		
FDLRS: PDA: Introduction to Differentiating Instruction: Responding to All Learners	--	3100005
FDLRS: PDA: Formative Assessment for Differentiating Instruction	4401010	4102002
Multi-Sensory Instruction and Intervention	2012003	2100009
Issues and Trends in Child Development	8409016	--
Issues and Trends in Student Services	8409014	--
Issues and Trends in School Psychology Services	8409015	--
Evaluation System Priority Indicators		
Building Partnerships with Parents	8406002	--
Effective Conferencing Skills	8406001	--
Observer Training: Okaloosa County Teacher Evaluation System	7506012	--
Florida Accomplished Educator Practices		
Clinical Supervision for Educators	7506001	--
County Workshop Exchange	1409003	--
Educational Committee Participation	1409004	--
FEAP: Assessment	4401011	--
FEAP: Continuous Professional Improvement	8409011	--
FEAP: Instructional Delivery and Facilitation	2408013	--
FEAP: Instruction Design and Lesson Planning	8409012	--
FEAP: Learning Environment	8404001	--
FEAP: Professional Responsibility and Ethical Conduct	8416002	--
Mentor Teacher Training	7406001	--
NTIP: Professional Orientation: New Teacher Induction	8409005	--
National Board Certification/Professional Development	8409013	--
Professional Development Project	1409006	--
Trainer Training	1409007	--

Work-Experience Project	1409005	--
Florida Principal Leadership Standards		
FPLS: Student Learning Results	7507001	--
FPLS: Student Learning as a Priority	7507002	--
FPLS: Instructional Plan Implementation	7507003	--
FPLS: Faculty Development	7507004	--
FPLS: Learning Environment	7507005	--
FPLS: Decision Making	7507006	--
FPLS: Leadership Development	7507007	--
FPLS: School Management	7507008	--
FPLS: Communication	7507009	--
FPLS: Ethical Conduct	7507010	--
FPLS: Professional Behaviors	7507011	--
LEADERSHIP: Administrative Update	7506002	--
LEADERSHIP: School Principal—Level 2 Program	7506009	--
LEADERSHIP: Mentoring—Level 3 Program	7506010	--
Low-Achieving Schools		
Onward to Excellence: Effective Restructuring	8512002	--
School Improvement Training	8512003	--
Peer and Mentor Teachers		
Mentor Teacher Training	7406001	--
FACILITATOR: Professional Learning Communities	7409001	--
FACILITATOR: Lesson Study Groups	7409002	--
FACILITATOR: Development/Training Activity	7409003	--
INST COACH: New Instructional Coach Training	8406004	--
Instructional Coach Academy	8406005	--
INST COACH: Coaching Activities	8409017	--
INST COACH: Curriculum Activities	8408001	--
TEAM PROCESS: School Leadership Team	7415001	--
TEAM PROCESS: Professional Learning Communities	7415002	--
TEAM PROCESS: Lesson Study Group	7415003	--
TEAM PROCESS: Multi-Tiered System of Supports	7415004	--
Florida Professional Development Protocol Standards		
*Components to be developed/identified when new standards are approved		
STEM		
STEM: Content and Instruction	1007003	

Student Learning Characteristics and Relationships		
Concept Development in Early Childhood Education	2408006	--
Issues and Trends in Child Development	8409016	--
Technology		
IT: Instructional Technology in Mathematics	3009001	--
IT: Issues and Trends in the Media Center	8407001	--
IT: Programmatic Implementation	8409007	--
IT: Renaissance Learning/Accelerated Reader and SubText	3013001	--
IT: Supportive Technology Applications	3409001	--
IT: Technology Integration for Performance and Success	3409002	--
School District: Management, Safety, and Support		
DISTRICT: Cardiopulmonary Resuscitation (CPR)	1005002	--
DISTRICT: Conflict Resolution and Negotiation Skills	8406003	--
DISTRICT: First Aid/Safety Education	1014001	--
DISTRICT: Parent Volunteer Coordinator Training	8424001	--
DISTRICT: School Volunteers Training	8424003	--
DISTRICT: Para-Professional Training	8506001	--

Components: Endorsement Programs

Athletic Coaching Endorsement Program

Component Name	Component Number	Number of In-Service Points
Care and Prevention of Athletic Injuries	1011002	60
Theory and Practice of Coaching a Specific Sport	1011005	60
Coaching Theory	1011006	60

ESOL Endorsement Program

Component Name	Component Number	Number of In-Service Points
ESOL: Applied Linguistics	2703001	60
ESOL: Cross-Cultural Communication and Understanding	2703002	60
ESOL: Curriculum Materials and Development	2702001	60
ESOL: Methods of Teaching ESOL	2700001	60
ESOL: Testing and Evaluation	4701001	60
ESOL: 18-Hour Overview	8704001	18/30/60
ESOL: ESOL for Administrators	7705001	18/60

Gifted Endorsement Program

Component Name	Component Number	Number of In-Service Points
GIFTED: Nature and Needs of the Gifted	8411001	60
GIFTED: Curriculum Development for the Gifted	8411002	60
GIFTED: Education of Special Populations	8411003	60
GIFTED: Guidance and Counseling for the Gifted	8411004	60
GIFTED: Theory and Development of Creativity	8411005	60

Reading Endorsement Program

Component Name	Component Number	Number of In-Service Points
READING: Foundations of Reading Instruction	1013006	60
READING: Applications of Research-Based Instructional Practices	2013001	60
READING: Foundations of Assessment	4013001	60
READING: Foundations and Applications of Differentiated Instruction	2400001	60
READING: Demonstration of Accomplishment	2013002	60

In-service Codes Aligned with FLDOE Survey Reporting Requirements

Primary Purpose:

- A. Add-on Endorsement
- B. Alternative Certification
- C. Florida Educators Certificate Renewal
- D. Other Professional Certificate/License Renewal
- E. Professional Skills Building—Non-Instructional (*All non-certified personnel should be included in this category*)
- F. W. Cecil Golden Professional Development Program for School Leaders
- G. Approved District Leadership Development Program
- H. No certification, job acquisition or retention purposes (*Use for components in the district's master in-service plan that are not intended to be used for any of the other purposes listed above*)

Learning (Delivery) Methods:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/ Lesson Study Group
- F. Independent Inquiry (ex, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- G. Structured Coaching/Mentoring (*May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives.*)
- H. Implementation of “high effect” practice(s) (*monitored with structured feedback from peer, coach, or supervisor*)
- I. Job Embedded (*workshop, training/development event or process focused on modeling and supporting new/improved practices being successfully demonstrated on the job*)

J. Deliberate Practice: *learning processes embedded in deliberate practice growth targets or Individual Professional Development Plan (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP/SPP).*

K. Problem-Solving Process *(Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objectives.)*

Implementation (Follow-up) Methods:

M. Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process *(may include direct observation, conferencing, oral reflections and/or lesson practice demonstration/modeling)*

N. Independent Learning/Action Research related to job responsibilities; specific professional learning goals or deliberate practice growth targets *(should include evidence of monitoring job-embedded implementation of targeted learning)*

O. Collaborative Planning—*Monitoring and feedback related to targeted professional learning, includes learning community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues*

P. Participant Product related to training or learning process *(may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)*

Q. Lesson Study group participation *(monitoring and feedback focused on both the research-based lesson study process and impact of the process on lessons implemented)*

R. Electronic, Interactive *with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning*

S. Electronic, Non-Interactive *with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors*

T. Evaluation of Practice Indicators—*The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains.)*

Evaluation Methods:

To the satisfaction of the professional developer, each individual will complete one or more of the following evaluation methods following implementation of professional development strategies:

Students:

- A. Results of state or district developed/standardized students growth measures
- B. Results of school/teacher-constructed student growth measure(s) that track student progress
- C. Portfolios of student work
- D. Observation of student performance
- F. Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth
- G. Did not evaluate student outcomes as “evaluation method, staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component
- Z. Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between professional development and impact on students

Staff: The purpose of this element of the evaluation system is to assess the long-term impact of the professional development on student performance. This evaluation may include one or more of the following:

- A. Changes in instructional or learning environment practices implemented in the classroom or directly with students (*observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress*)
- B. Changes in instructional leadership or faculty development practices (*observed or measured impact on leader proficiency, faculty, or students*)
- C. Changes in student services/support practices
- D. Other changes in practices supporting effective implementation of job responsibilities (*observed or measured impact on specific job responsibilities*)

E. Fidelity of Implementation of the professional learning process (*where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high quality professional learning design and specific learning objectives*)

F. Changes in observed educator proficiency in implementing targeted state standards or initiatives (ex. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

G. Changes in observed educator proficiency in practices that occur generally without students present (ex. Lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)

Florida Educator Accomplished Practices - FEAPs (Revised 2010)

A. Quality of Instruction

1. Instructional Design and Lesson Planning A1
2. The Learning Environment A2
3. Instructional Delivery and Facilitation A3
4. Assessment A4

B. Continuous Improvement, Responsibility and Ethics

1. Continuous Professional Improvement B1
2. Professional Responsibility B2

Section VI—Statement of School Board Approval

Annually, the district shall seek School Board approval of the Master In-Service Plan, including any revisions to components, addition or deletion of components, or processes contained within the plan. The approved Master In-Service Plan shall be submitted to the FDOE by September 30 of each year for state approval of the plan.

