

# Professional Development Facilitator



*“Growing Great Teachers”*

Duval County Public Schools  
Jacksonville, Florida

2009 - 2010

# **DUVAL COUNTY PUBLIC SCHOOLS**

Jacksonville, Florida

## **SUPERINTENDENT OF SCHOOLS**

Mr. Ed Pratt-Dannals

### **SCHOOL BOARD MEMBERS**

The Honorable Tommy Hazouri  
Chairman  
District VII

The Honorable Brenda A. Priestly-Jackson  
Vice-Chairman  
District IV

The Honorable Martha Barrett  
District I

The Honorable Nancy Broner  
District II

The Honorable Kris Barnes  
District III

The Honorable Betty Burney  
District V

The Honorable Vicki Drake  
District VI



## TABLE OF CONTENTS

Mission Statement.....	4
Statement of Purpose .....	4
Selection of Professional Development Facilitator.....	4
Responsibilities .....	4
<b><u>Responsibilities as School-based T.I.P. Coordinator</u></b> .....	<b>5</b>
Requirements for T.I.P. Program Completion .....	6
Suggested Monthly Schedule for Novice Teacher Meetings.....	8
Teacher Induction Program Questions and Answers.....	19
PDF Checklist for Starting the School Year .....	20
Professional Development Facilitator Rubric .....	21
<b><u>Responsibilities as School-based In-service Coordinator</u></b> .....	<b>22</b>
Master In-service Plan .....	22
Procedures for Developing and Implementing In-service Education .....	23
Additional Procedure Strategies .....	23
Implementation Strategies .....	24
Preparing for In-service .....	24
Conducting In-service .....	24
Descriptions of Forms.....	25
Writing an In-service Training Component .....	26
Guidelines for Initiating Funding Requests for In-service Activity .....	27
Certificate Renewal via In-service Activities .....	27
Blueprint 2000 Training Categories for Certificate Renewal .....	29
FASD Responses to Professional Development System Evaluation Protocol.....	30
Master In-service Template .....	33
Codes for Professional Development Components.....	34
Professional Development Questions and Answers .....	35
Appendix.....	37

# PROFESSIONAL DEVELOPMENT FACILITATOR

## Mission Statement

*The team mission is to provide school level Professional Development Facilitators with training and support in the Teacher Induction Program, Master In-service Plan, and School Improvement Plan. The Professional Development Facilitators will coach, model, and mentor in order to assist the way teachers teach and students learn.*

## Statement of Purpose

The transformation of school sites into communities of learners is effectively accomplished by having portions of Professional Development become school-based. To accomplish this vision, a Professional Development Facilitator is selected by the school principal and endorsed by the School Improvement Team. This individual will receive training from the appropriate areas in Professional Development that will prepare him/her to work with teachers in the Teacher Induction Program and the Master In-service Plan. They will serve as that integral liaison between the Professional Development Department and the school.

## Selection of Professional Development Facilitator

The Professional Development Facilitator (PDF) must be a full-time, certified teacher recommended by the school principal and endorsed by the School Improvement Team. The teacher is one who has exhibited exceptional skills in the following areas: effective communication, classroom management, multicultural sensitivity, flexibility, and who is willing to assume a redefined professional role. The Professional Development Facilitator is trained or willing to be trained in the following areas: Florida Performance Measurement System (FPMS), Clinical Educator Training (CET), leadership, technology, adult learning, and diversity.

## Responsibilities

The Professional Development Facilitator (PDF) will assume two (2) major roles in the school. The PDF will oversee and assist with the Teacher Induction Program (T. I. P.) and will serve as the school-based professional development in-service liaison.

## Responsibilities as School-based T.I.P. Coordinator

The purpose of the Teacher Induction Program (T.I.P.) is to provide a supportive, structured program that will assist in teacher retention and foster growth and commitment to excellence in teaching. The support is provided through the following responsibilities of the PDF:

- attend **all** scheduled PDF meetings;
- assist the principal in identifying participants;
- assist the principal in the selection of mentor teachers;
- meet regularly with mentor teachers/developing professionals to provide support;
- facilitate scheduling the dates for principal observations;
- assist the mentor in scheduling formative observations throughout the year;
- assist in the creation of an Action Plan for the novice teacher after the principal completes the initial screening;
- assist in the review and/or amendment of the Action Plan in the T. I. P. participant's second year;
- serve as a member of the T. I. P. Resource Team;
- provide resources to both the mentor and developing professional as needed;
- ensure that all exhibits have been completed to assist with Accomplished Practices verification;
- review all portfolio documentation prior to principal's final review.

## REQUIREMENTS FOR PROGRAM COMPLETION

### Florida Professional Certificated Teachers

Teachers with less than one year of experience Action Plan 1\*  
Teachers who have not taught in the last three years Action Plan 1\*  
Teachers **CANNOT** be considered for exemption until a copy of the FL Professional Certificate is on file and documentation of current teaching experience is received from Human Resources (HR).\*

### Florida Temporary Certificated Teachers

Teachers who have completed PEC elsewhere in Florida Action Plan 2\*  
Majoring in education from an accredited College or Dept. of Education Action Plan 2\*  
All other majors Action Plan 3  
or  
Alternative Certification Program  
(Application must be made.)

### Vocational Teachers

Action Plan 3

### Part-time Hourly Teachers

See certificate level above

*\*Placement at a more supportive T.I.P. level is at the discretion of the principal.*

### Exempt needs:

- OTE 119/Appeals Forms
- Verification of Experience
- Assigned Buddy
- Copy of Florida Professional Certificate
- Exemption form to be completed by the principal

### Action Plan 1 needs:

- OTE 119/Appeals Forms
- Copy of Florida Professional Certificate
- Assigned mentor
- Initial screening [Observation Information and Screening/Summative Observation Instrument (SSOI)--Completed within first 45 days of hire]
- Action Plan
- Principal sign off at the end of the first 180 days

### Action Plan 2 needs:

- OTE 119/Appeals Forms
- Copy of Florida Temporary Certificate
- Assigned mentor
- Initial screening [Observation Information and Screening/Summative Observation Instrument (SSOI)--Completed within first 45 days of hire]
- Action Plan
- Demonstration of the Accomplished Practices as determined by the Action Plan
- Two (2) mentor observations
- Final Summative (Observation Information and SSOI)
- Principal sign off at the end of the first 180 days\*

*\*Continuation in the Teacher Induction Program is contingent upon contract renewal and principal discretion.*

**Action Plan 3** needs:

- OTE 119/Appeals Forms
- Copy of Florida Temporary Certificate
- Assigned mentor
- Initial screening [Observation Information and Screening/Summative Observation Instrument (SSOI)--Completed within first 45 days of hire]
- Action Plan
- Demonstration of the 12 Accomplished Practices (Portfolio)
- Four (4) mentor observations
- Final Summative (Observation Information and SSOI)
- Principal sign off at the end of the first 180 days\*

*\*Continuation in the Teacher Induction Program is contingent upon contract renewal and principal discretion.*

### A GRAPHIC VIEW

	Exempt	Action Plan 1	Action Plan 2	Action Plan 3
<b>OTE 119/Appeals</b>	✓	✓	✓	✓
<b>Initial Screening</b>	Principal Discretion	✓	✓	✓
<b>Mentor Observations</b>	-	-	<b>2</b>	<b>4</b>
<b>Action Plan</b>	-	✓	✓	✓
<b>Final Summative</b>	-	-	✓	✓
<b>Copy of Certificate</b>	✓	✓	✓	✓
<b>T.I.P. Documentation</b>	-	<b>Folder</b>	<b>Notebook</b>	<b>Portfolio</b>

*NOTE: School psychologists/guidance counselors will use instruments that have been developed by the Department of Education.*

### HELPFUL TIPS

1. All coursework, testing and necessary certification information and questions are to be referred to the Certification Office at the Duval County School Board Building (390-2376).
2. Program should be completed within the first 180 days from hire date. See “Action Plan 2 needs” and “Action Plan 3 needs” for more details.
3. It is the responsibility of the T.I.P. Resource Team to ensure timely scheduling of observations.
4. All exhibit documentation must be created and completed by the participant.
5. Principals may require more than the minimum observations and Accomplished Practices documentation for completion of the T.I.P. program.
6. Successful completion of all exhibits alone does NOT indicate mastery of Accomplished Practices.

## Suggested Monthly Schedule for Novice Teacher Meetings

General reminders:

1. According to the PDF responsibilities outlined in the Teacher Induction Program Manual and the PDF Manual, PDFs must organize **at least one monthly meeting that includes all novice teachers (including alt. cert. participants) and their mentors.** We recommend two meetings per month throughout the first quarter of school; one meeting that would focus on school-based needs, and one that addresses the accomplished practices and action plans.
2. The schedule provided below is a **model!** Please tweak this to fit the needs of your individual school. DO NOT let the “schedule” override individual teacher needs.
3. Any **artifact may be used twice** in a novice teacher’s T.I.P. portfolio.
4. Online courses have been developed through Blackboard and may be used to satisfy an entire accomplished practice. When applicable, they are listed as **option “f.”**
5. Please remember **option “h”** for portfolio artifacts. Think of the trainings and events already occurring at your school that demonstrate success in an accomplished practice area. Some things to consider include (but are not limited to): PLCs, CLC, book studies, Work on Wednesdays, early release training, pre-planning and /or end of the year trainings. Teachers will need to have something tangible to document their involvement in these school-based trainings.

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>	
<b>AUGUST</b>	<p>* All mentors must be identified and assigned.</p> <p>* Assigned mentors who have not had CET training must register through the Schultz Center website (<a href="http://www.schultzcenter.org">www.schultzcenter.org</a>) for Clinical Educator Training.</p>		<b>9</b>	<p><b>Aug. 25</b></p>	
	<b>LEARNING ENVIRONMENTS</b>	<p>Organization, classroom management; ritual and routines:</p> <ul style="list-style-type: none"> <li>• “The First Days of School” by Harry Wong</li> <li>• “Preparing for the School Year” booklet</li> <li>• Organizing the classroom</li> <li>• Rules – consequences and rewards</li> <li>• Attendance procedures</li> <li>• Teaching rituals and routines</li> <li>• CHAMPs training</li> <li>• Classroom management techniques</li> </ul> <p>We recommend a school tour of model classrooms for your new teachers.</p>		<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Class rules</li> <li>• Planned rituals and routines</li> <li>• Classroom procedures for activities and transitions</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend T.I.P. Rituals and Routines workshop (a)</li> <li>• Attend two-day CHAMPs training (b)</li> <li>• Complete online “Rules, Rituals, and Routines” course through Blackboard (f)</li> </ul> <p><b>REMINDER:</b> As artifacts are completed, they should be placed in the portfolio. The mentor or PDF should initial and date the verification sheet upon completion of each artifact.</p>	<p>PDD 500 (Request for In-service training) form for Early Dismissal trainings due to Professional Development. It is recommended that all PDD 500 forms for all trainings for the 2009-2010 school year be submitted by this date as well.</p> <p>Professional Development Plan due to Professional Development.</p> <p><b>OTE 119/Appeals form from all teachers new to the building (novice and experienced)</b></p>
	<b>COMMUNICATIONS</b>	<p>Communication:</p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Parent Letters</li> <li>• E-mails</li> <li>• Contact Logs</li> <li>• Progress Reports</li> <li>• Documentation</li> </ul>		<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• Parent letter explaining discipline policy or rituals and routines</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend T.I.P. Communication workshop (a)</li> <li>• Class or school newsletter (c)</li> <li>• Complete online “Effective Communication” course through Blackboard (f)</li> </ul>	<b>2</b>

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>	
<b>SEPTEMBER</b>	<p>* Schedule initial screenings – make the procedure explicit to the novice teachers!! Who is responsible for scheduling these at your school?</p> <p>* Mentors should do at least 1-2 pop-in visits in novice teacher classrooms. Look for a match among lesson plan, posted agenda, and the actual lesson.</p>		<b>10</b>	<p><b>Sept. 30:</b></p> <p>Make sure all PDD 500 and Professional Development Plans have been revised, if needed, and re-submitted.</p> <p>Make sure attendance for Early Dismissal training (and any other school-based trainings you may have scheduled) has been captured on the correct form (PDD 502).</p> <p>Have a portfolio-making party for all of the novice teachers. Have the novice teachers bring the notebook, a copy of the tabs, scissors, and a set of tab holders. If possible, print a cover sheet for the notebooks.</p>	
	<b>PLANNING</b>	<p>Planning:</p> <ul style="list-style-type: none"> <li>• Lesson planning – school or department plan template</li> <li>• Riverdeep</li> <li>• Sunshine State Standards</li> <li>• Differentiated Instruction</li> </ul> <p>We recommend that your novice teachers observe an expert teacher at your school, if possible.</p>		<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Written lesson plan</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend T.I.P. Lesson Planning workshop (a)</li> <li>• Planning Questionnaire (b)</li> <li>• Complete online “Elementary Lesson Planning” OR “Secondary Lesson Planning” course through Blackboard (f)</li> </ul>	
	<b>CRITICAL THINKING</b>	<p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> <li>• Instructional Strategies</li> <li>• Bloom’s taxonomy</li> <li>• Webb’s Depth of Knowledge</li> <li>• Higher order questions</li> <li>• Question stems</li> </ul>		<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Written lesson plan</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend T.I.P. Instructional Strategies workshop (a)</li> <li>• Bloom’s taxonomy or Webb’s Depth of Knowledge (b)</li> <li>• Complete online “Instructional Strategies” course through Blackboard (f)</li> </ul>	<b>4</b>

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>
<b>OCTOBER</b>	<p>* Initial Screenings MUST be completed by October 23<sup>rd</sup>.            * Mentors should work with novice teachers on a critical review of lesson plans, looking for the workshop model and rigor in the lesson.</p>		<b>PRACTICE</b>	<b><u>October 23</u></b>
	<b>ASSESSMENT</b>	<p>Types of Assessment:</p> <ul style="list-style-type: none"> <li>• Elementary – reading assessments, DIBELS, formatives, DRA, etc.</li> <li>• Secondary – diagnostics, baselines, formatives, etc.</li> <li>• Informal – observation, anecdotal notes, conferences</li> <li>• Formal – FCAT</li> </ul> <p>We recommend that the first mentor observation be scheduled.</p>		<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• AIDE data printout</li> <li>• DIBELS printout</li> <li>• Original teacher-written rubric</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Assessment tools (a)</li> <li>• Analysis of exam results (c)</li> </ul>

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>
<b>NOVEMBER</b>	* Mentors should do at least 1-2 pop-in visits in novice teacher classrooms. Look for a match among lesson plan, posted agenda, and the actual lesson.			<b><u>Nov. 24</u></b>
		Portfolio Check-Up:  Items to discuss: <ul style="list-style-type: none"> <li>• Items on Action Plan</li> <li>• Anticipated completion dates on Action Plan</li> <li>• Identify monitoring dates (4) for the Action Plan</li> <li>• Tentative plans for required observations</li> </ul>	<b>Artifacts novice teachers could bring to the meeting to share:</b> <ul style="list-style-type: none"> <li>• Calendar/Day Planner</li> <li>• Portfolio</li> </ul>	

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>	
<b>DECEMBER</b>	* Mentors and novice teachers should meet to monitor the Action Plan. Mentor should initial and date any strategies that have been completed.			<b>Dec. 16</b>	
	<b>HUMAN DEVELOPMENT AND LEARNING</b>	<p>Exceptionalities:</p> <ul style="list-style-type: none"> <li>• IEP</li> <li>• PMP</li> <li>• LEPP</li> </ul> <p>Learning Styles Alternative instructional strategies</p> <p>Invite the ESE Specialist at your school to be a guest speaker for this session.</p>	<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• IEP/PMP/LEPP questions they may have and strategies they are trying</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend T.I.P. ESE workshop (a)</li> <li>• Review IEP, PMP, or LEPP and address accommodations (b)</li> <li>• Alternative strategies for lowest quartile students (d)</li> <li>• Enrichment activities for different learning styles (f)</li> </ul>	7	<p>At least one mentor observation should be completed. Make sure the completion date is noted on the Action Plan, along with the mentor's initials.</p> <p>At least one of the monitoring dates should have been completed.</p>
	<b>DIVERSITY</b>	<p>Diversity:</p> <ul style="list-style-type: none"> <li>• Dealing with diverse students in the classroom</li> <li>• Diverse materials for the classroom</li> <li>• Strategies for learning who your students really are as individuals</li> </ul>	<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Materials they are using in the classroom</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend T.I.P. ESOL workshop (a)</li> <li>• Attend T.I.P. Diversity workshop (b)</li> <li>• Observe ESOL classroom (c)</li> <li>• Complete online "Diversity" course through Blackboard (f)</li> </ul>	5	

MONTH	TOPICS		WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>
JANUARY	ROLE OF THE TEACHER	<p>Professionalism:</p> <ul style="list-style-type: none"> <li>• Dress</li> <li>• Being a team player</li> <li>• Communication with parents, students, and colleagues</li> <li>• Grade level/department meetings</li> </ul> <p>Other teacher roles:</p> <ul style="list-style-type: none"> <li>• Guidance referrals</li> <li>• Night events and field trips</li> <li>• Extra-curricular events</li> </ul> <p>Invite the Guidance Counselor to discuss school-specific procedures for these issues.</p>	<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention Interview</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend T.I.P. Zeroing In On Prevention (ZIP) workshop (a)</li> <li>• Guidance referral (b)</li> <li>• “Top Ten” list for parents (c)</li> <li>• Document involvement in extra-curricular activities (e)</li> <li>• Plan a school-wide event (f)</li> </ul>	11	<p><b>Jan. 29:</b></p> <p>Schedule a second mentor observation (Action Plan 3).</p>
		ETHICS	<p>Ethical Behaviors:</p> <ul style="list-style-type: none"> <li>• “Code of Ethics”</li> <li>• Teaching and grading ethics</li> <li>• Crisis intervention</li> <li>• Plagiarism</li> </ul>	<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• “Code of Ethics” pamphlet</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend T.I.P. Ethics workshop (a)</li> <li>• Plagiarism article (f)</li> </ul>	

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>		
<b>FEBRUARY</b>	<p>* Mentors and novice teachers should meet to monitor the Action Plan. Mentor should initial and date any strategies that have been completed.</p> <p>* Mentors should complete one formal mentor observation (#3 for Action Plan 3, #2 for Action Plan 2)</p>		<b>ACCOMPLISHED PRACTICE</b>			
	<b>KNOWLEDGE OF SUBJECT MATTER</b>	<p>Subject matter knowledge:</p> <ul style="list-style-type: none"> <li>• FPMS Domain 4.0 observation</li> <li>• Department/Team meetings</li> <li>• Workshops such as Literacy 101 and Math Investigations</li> <li>• Professional reading</li> </ul>			<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Lesson plans</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• FPMS observation (a)</li> <li>• Book study or book talk (b)</li> <li>• Subject-specific training with written reflection (d)</li> <li>• Read journal articles (e)</li> <li>• Observe master teachers (f)</li> </ul>	<b>8</b>
	<b>TECHNOLOGY</b>	<p>Using technology:</p> <ul style="list-style-type: none"> <li>• Grade book program</li> <li>• Schultz Center registration</li> <li>• E-mail protocols</li> <li>• PowerPoint, Word, Excel</li> <li>• Educational software</li> <li>• On-line activities</li> </ul>			<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Lesson plan documenting technology integration</li> <li>• Grade printout from one class</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Grade book program (a)</li> <li>• Educational software use (b)</li> <li>• Internet activities (c)</li> <li>• PowerPoint presentation (e)</li> </ul>	<b>12</b>

MONTH	TOPICS		WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>
<b>MARCH</b>	<b>CONTINUOUS IMPROVEMENT</b>	<p>Continuous Improvement:</p> <ul style="list-style-type: none"> <li>• Professional learning</li> <li>• In-service record</li> </ul> <p>Professional Requirements:</p> <ul style="list-style-type: none"> <li>• Certification</li> <li>• General Knowledge Test</li> <li>• Subject Area Exam</li> <li>• ESOL Course</li> <li>• Reading competency</li> <li>• Professional Education Test</li> </ul>	<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• In-service record (be certain to clarify who novice teachers should contact at your school for this information)</li> </ul> <p><b>Other artifact possibilities:</b></p> <ul style="list-style-type: none"> <li>• Classroom observations (a)</li> <li>• Video or book (b)</li> <li>• Committee participation (e)</li> </ul> <p><b>REMINDER:</b> As artifacts are completed, they should be placed in the portfolio. The mentor or PDF should initial and date the verification sheet upon completion of each artifact.</p>	3	

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>
<b>APRIL</b>	<p>* Schedule Final Summatives – make the procedure explicit to the novice teachers!! Who is responsible for scheduling these at your school?</p> <p>* Mentors and novice teachers should meet to monitor the Action Plan. Mentor should initial and date any strategies that have been completed.</p> <p>* Mentors should complete one formal mentor observation (#4 for Action Plan 3)</p>		<b>ACCOMPLISHED PRACTICE</b>	<p><b><u>April 30</u></b></p> <p>Remind teachers who have certificates scheduled to expire June 30, 2010 that they need to renew. Teachers can come to the Professional Development Department, Team Center B, 3<sup>rd</sup> floor to renew. They will need a check or money order for \$75.00. Any questions? Call Gloria at 348-7807.</p>
	<b>PORTFOLIO CHECK</b>	<p>Portfolio Check</p> <p>Check verification sheets for initials and dates. Make sure all artifacts are in the portfolio and complete.</p>		<p><b>Artifacts novice teachers could bring to the meeting to share:</b></p> <ul style="list-style-type: none"> <li>• Completed portfolio with all artifacts included.</li> <li>• Use the general rubric as a guideline to help fine-tune artifacts being submitted.</li> </ul>

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	PDF DUE DATES <a href="http://www.duvalschools.org/newteachers">http://www.duvalschools.org/newteachers</a>
<b>MAY/JUNE</b>	<ul style="list-style-type: none"> <li>* Final Summatives must be completed before the last 10 days of school.</li> <li>* Action Plans need final signature from the principal.</li> </ul> <p style="text-align: center;"><b>1<sup>st</sup> Year Survival Celebration!!</b></p>		<p><b><u>May 26th</u></b> Roster (PDD 502), Audit Report (PDD 501), Evaluation Forms (white PDD 503), and blue evaluation forms for Early Dismissal Trainings are due to Professional Development.</p> <p><b><u>June 1</u></b> Forms for <b>all</b> other trainings that have occurred at the school are due to Professional Development.</p> <p><b><u>June 30</u></b> Certificates for teachers that expire 2010 need to be renewed BEFORE this date.</p>

## Teacher Induction Program: Questions & Answers

### ***Who should sign off on completion of the Accomplished Practices in the portfolio?***

All signing and initialing of induction documents should be done by designated school personnel (principal, PDF, mentor, SIC). The principal has the ultimate decision whether a participant has satisfactorily completed the Teacher Induction Program and demonstrated the professional educator's competence.

### ***When should portfolios be returned to participants?***

Portfolios (Action Plan 3), binders (Action Plan 2), and folders (Action Plan 1) should be *securely* housed at the school for three (3) years. After the three (3) years, from the date of completion, the school should return the portfolio to the participant. If the participant is no longer at the school/district, then the portfolio's *content should be shredded*.

### ***Can course work be used to demonstrate successful completion of an Accomplished Practice?***

Yes, course work may be used by the T. I. P. participant to show demonstration of an Accomplished Practice, which will suffice as having met two (2) of the indicators. The course(s) may go back as far as five (5) years from the present date.

The participant may use course work for no more than six (6) of the Accomplished Practices, with a single course being used for no more than two (2) Accomplished Practices.

### ***Should Alternative Certification participants complete the Teacher Induction Program (T.I.P.)?***

All new teachers will begin the traditional T. I. P. program. Once the participants have made application and been accepted into the Alternative Certification program, then they will need continued support by their assigned school-based mentor.

### ***What paperwork should be collected from teachers new to my school?***

PDF collects an OTE 119 and an Appeals Process form from all teachers new to your school including transfers.

## PDF Checklist for Starting the School Year

- Identify new teachers with principal
- Identify mentors with principal
- Meet with new teachers during pre-planning; have them complete OTE 119 and Appeals Process Form (There are three PowerPoint presentations (Preplanning, Welcome New Teachers, and T.I.P. for New Teachers) available online at [www.duvalschools.org/newteachers](http://www.duvalschools.org/newteachers))
- Introduce new teachers to their mentors
- Encourage mentors to assist their new teachers during pre-planning/first days of school
- Meet with the school instructional coach (SIC) to find out about training schedule
- Complete “Request for In-service Training” forms (PDD 500) for trainings and submit to the Professional Development office. (Team Center; Bldg. 3002; 3rd Floor)
- Submit registration requests to the Schultz Center for Teaching & Leadership (348-5757) for school staff to register for training
- Contact the Professional Development office with any master plan concerns: 348-7807
- Contact your Cadre for any Teacher Induction Program concerns
- Establish meeting schedules with new teachers and mentors
- Complete and submit ***Professional Development Facilitator Agreement***
- Complete and submit ***Addition/Deletion to Supplement Recommendation*** form

**PROFESSIONAL DEVELOPMENT FACILITATOR RUBRIC**

PDF Responsibilities	Points		
	All 2	At least half 1	Less than half 0
• Attends scheduled PDF meetings	Consistently 2	Occasionally 1	Seldom 0
• Assists the principal in identifying new participants and selecting mentors	Through monthly scheduled meetings 2	Occasionally 1	Seldom 0
• Meets with mentors and novice teachers to provide support	Consistently 2	Occasionally 1	Seldom 0
• Facilitates scheduling the dates for T.I.P. related principal observations of novice teachers	Consistently 2	Occasionally 1	Seldom 0
• Assists the mentor in scheduling formative observations throughout the year	Consistently 2	Occasionally 1	Seldom 0
• Assists in the creation of an Action Plan for the novice teacher after the principal completes the initial screening	Consistently 2	Occasionally 1	Seldom 0
• Serves as a member of the T.I.P. Resource Team	Consistently 2	Occasionally 1	Seldom 0
• Provides resources to both the mentor and novice teacher as needed	Consistently 2	Occasionally 1	Seldom 0
• Ensures that all exhibits have been completed to assist with Accomplished Practices verification	Consistently 2	Occasionally 1	Seldom 0
• Reviews all portfolio documentation prior to principal's final decision	Consistently 2	Occasionally 1	Seldom (leaves portfolio review to the mentor) 0
• Assists in coordinating school improvement plans	Consistently 2	Occasionally 1	Seldom 0
• Collaboratively designs professional development opportunities for colleagues based on identified school improvement objectives	Consistently 2	Occasionally 1	Seldom 0
• Functions as a conduit of information on professional development opportunities	Consistently 2	Occasionally 1	Seldom 0
• Maintains professional confidentiality	Always 2		No 0
• Completes in-service requests and master points paperwork	Completed and submitted in a timely manner 10	Completed and submitted 5	Not completed or submitted 0
<b>Total points</b> _____			

Points:

0-12 points	Needs Improvement
13-25 points	Satisfactory
26-38 points	Excellent

## Responsibilities as School-based In-service Coordinator

The PDF will serve as the school site in-service liaison in the following capacity:

- assist in coordinating school improvement plans;
- design collaboratively professional development opportunities for colleagues based on identified school improvement objectives; and
- function as a conduit of information on professional development opportunities.

### Master In-service Plan

The goal of Professional Development is to provide the school staff with the maximum effectiveness of in-service training. The Professional Development Facilitator may assume or assist with the following duties as the school-site in-service liaison: coordinate school-based School Improvement Plan, design new components based on school improvement plans/needs, and be a conduit of information on professional opportunities.

The responsibilities of the Professional Development Facilitator regarding the Master In-service Plan will include the following:

- Explain the district's Master Plan for In-service Education to school staff and be knowledgeable in the use of all appropriate forms.
- Be responsible for distribution of all materials sent by the Professional Development office.
- Provide information for registration and access to the Schultz Center for Teaching and Leadership.
- Request time at faculty meetings to disseminate and/or elicit information that will benefit the entire faculty.
- Assist in the development of school in-service plans based upon the School Improvement Plan.
- Assess specific needs of school in consultation with principal prior to implementation of in-service activities.
- Fill out the PDD 500 (Request for In-service training) form along with a workshop schedule with principal's signature. These forms must be sent to the Professional Development office **at least two (2) weeks before** the workshop begins.
- Serve as facilitator for all in-service activities, including being **responsible for reviewing and correcting** (if necessary) all workshop forms before returning them to the Professional Development office.
- Establish date, prepare site, and confirm instructor for all school-based in-service activities.
- Be able to explain the county's requirements for renewal of teaching certificates, the point system, and interpret printouts.
- Be able to explain the teacher incentive pay plan, and paraprofessional column movement.
- Share successful in-service activities conducted by your school with district publications or other schools.

## Procedures for Developing and Implementing In-service Education

In addition to online registration at the Schultz Center for Teaching and Leadership the following procedures must be completed:

- Request for implementation of in-service may be initiated at the school level and/or district level. Personnel requesting the implementation of the specific in-service activity must prepare the appropriate forms and submit them to the Professional Development office **a minimum of two (2) weeks prior to the workshop**, and according to the guidelines stated herein.
- It is the responsibility of personnel requesting an in-service to complete all preliminary arrangements necessary for the implementation of that activity including trainer/consultant, site, arrangement, date, time and room availability, including approval for designated participants to attend. Make-up activities may not be abbreviated.
- **It is the responsibility of personnel requesting an in-service activity to properly complete and submit all forms pertaining to the granting of in-service credit to the Professional Development Department within thirty (30) days following the completion date indicated on the request for in-service activity.** The Instructor/Coordinator or Professional Development Facilitator must certify successful completion of the objectives of a component before Master Plan points will be issued.
- Substitute teachers who are former employees listed on Kelly Services and who hold regular/professional or vocational certificates may participate in in-service activities and receive master plan credit.
- Pre/post assessments or other valid measures are required for all components of the Master Plan. Participants are to demonstrate increased competency on the specific objectives of a component that is used for re-certification.
- There are four elements that the Florida Department of Education is requiring us to collect information on and will need to be reported to them. Delivery, Follow-up, Evaluation, and Purpose are the four elements.
- All School Board employees are eligible to participate in in-service activities. However, only those who hold a valid regular/professional or vocational equivalent certificate may earn credit toward certificate renewal.
- Certificated personnel may only acquire Master Plan credit toward certificate renewal during the validity period of their certificate with the exception of ESOL and reading endorsement workshops.
- **The Professional Development office will not award in-service points for activities conducted or participated in without prior approval.**
- Teachers holding a temporary teaching certificate who participate in ESOL or reading endorsement workshops may bank and use the points toward the renewal of their first professional teaching certificate.

### Additional Procedure Strategies

- Personnel from other school districts and private schools may attend Duval County Public School in-service programs. Master Plan points will be issued by their home county or private school in-service coordinator or appropriate official. Duval County Public School personnel may participate in in-service activities outside Duval County providing they request and receive approval prior to the participation/enrollment in the activity. Eligibility to participate is based on objectives of the activity.

- College credit courses and subject area exams may be combined with approved Master Plan points to extend a valid Professional Certificate.
- Requests for in-service activities of the Master Plan (non-certificated credit) must also adhere to the same procedures here-to-fore delineated.

## Implementation Strategies

School level in-service activity is initiated by submitting the appropriate in-service training forms with approval from the school principal or his/her designee. District level in-service is initiated by submitting the appropriate in-service training form with the approval from the district level director or designee. These forms are submitted to the Professional Development Department for approval that the activity is a part of the Master Plan for In-service Education and must meet the timelines for approval. Master Plan points will be issued by the Professional Development Department based upon validation/completion criteria of the in-service activity component.

### Preparing for In-service

1. Determine your needs based on school assessments, district assessments, state assessments, and other sources.
2. Identify the component in the district's master plan that best meets your in-service needs.
3. Complete the PDD 500, and if necessary, attach a schedule of meetings. If the workshop is less than ten (10) hours, no outside assignments will be accepted for points. **These forms must be submitted two (2) weeks, before the date of the workshop, to the Professional Development Department.**
4. After Professional Development approves your request, an in-service packet will be forwarded to you containing the following:
  - a. Roster (PDD 502)
  - b. Completion Forms – This form is used to place master plan points in an individual's file. If it is not completed accurately, the person's file will not be accurate.
  - c. Evaluation Forms (PDD 503)
  - d. Audit Form (PDD501)

### Conducting In-service

1. Complete the PPD 502 (print or type). Verify personnel numbers.
2. The instructor or participant will write a "P" or "A" in the space provided next to each participant's name under each date of attendance to indicate if a participant is present or absent.
3. At the last meeting of the in-service, each participant will complete a blue evaluation form (PDD 503) and a completion form.
4. The instructor writes "S" or "U" for evaluation and follow-up completion, and signs at the bottom of the PPD 502, which verifies the accuracy of the information on the form. The purpose should be marked with the code that best explains the rationale for the in-service.
5. The building administrator, or designee, completes the audit form (PDD 501).
6. **Mark the training completed on the School Improvement Plan (if applicable).**

## Descriptions of Forms

The following information may be used to facilitate completion of the forms. Upon completion of the in-service workshop, all forms must be submitted to the Professional Development office within thirty (30) days.

1. **Rosters (PPD 502)**
  - a. Print or type the names of all participants in attendance. If a participant is not listed on the official roster, he/she will not receive credit.
  - b. Print or type the class meeting dates and the personnel number. Each participant should verify his/her personnel number and initial in the appropriate space under each date of attendance (including approved made-up absence). **The total number of hours in attendance is very important.**
  - c. Print or type “S” or “U” depending on if a person has/has not completed evaluation and follow-up satisfactorily.
  
2. **Audit Report (PDD 501)**

The principal or principal’s designee should complete this form. The presenter does not complete the form.
  
3. **Evaluation (PDD 503)**
  - a. Each participant will complete the blue evaluation form on the last day of class.
  - b. The component number is the eight-digit (8) number found in the Master Plan Book or on the PDD Request In-service form for that workshop.
  - c. The component title may be found in the district’s Master Plan book or on the PDD Request In-service form for that workshop.
  
4. **Completion Form**

Completion of this form enables the participant to receive credit for the course. Accurate completion is very important. A transparency may be used to assist participants in the completion of accurate data.

  - Each participant should print his/her complete name.
  - Fill in the social security number (**mandatory**).
  - Complete the school number. If the participant is school-based, the school number begins with the number **3**.  
Example:      John E. Ford = 3154
  - The component number may be found in the Master Plan book. It is an eight-digit (8) number.
  - One hour of in-service = One point
  - The start and completion dates are written in the numerical month, day, and year method.  
Example:      May 4, 2007 = 050407

**All forms should be submitted to Professional Development within thirty (30) days of completion of the workshop.**

## Writing an In-service Training Component

State Board of Education Rule 6A-5.071, FAC, specifies what is to be included in a component and how it is to be written. Each component to be added to a Master In-service Plan should be reviewed and approved by the Supervisor of Professional Development. After approval by the School Board, it is included as an integral part of the Master Plan.

When designing and writing a component, think of it as an outline for a course. It should be written to indicate to participants what competencies they can expect to gain upon successful completion of the session, the type of training activities they will be involved in, and how many points they can expect to earn. Presenters should be able to peruse a component and understand what they are to present, the types of activities to plan, 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 ten (10) criteria (6A-5.071, FAC):

- Component Title
- Component Identifier Number
- Number of Points Awarded
- A General Objective
- Specific Objectives
- Description of Activities
- Delivery Method
- Evaluation Method
- Follow-up Method
- Evaluation Procedure: Participant and Component

**Component Title** – The component title should be descriptive and unique for the component.

**State Identifier Number** – Professional Development office will complete the state identifier number.

**Points** – Points should be calculated and stated for the maximum number of hours (points) to be awarded to participants upon successful completion of the component. Points are calculated by actual clock hours of participation. A component must have at least four (4) points to be considered for renewal credit.

**General Objective** – The general objective identifies the intended outcomes for the successful completion of the component by participants. General objective is synonymous with goal.

**Specific Objectives** – Specific objectives are behaviorally-written statements indicating the competencies (knowledge, attitude, and skill) 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; be comprehensive and detailed in order to indicate to the presenter and the participant the competencies to be gained; and rigorous in content.

**At least two (2) specific diversity objectives are required.**

**Description Of Activities** – The description should briefly describe the experiences and types of activities, which will be conducted to assist the participant to achieve the specific objectives and gain the competencies expected to be gained.

**Delivery Method** – The one-character code to describe the primary means of instructional delivery of in-service component knowledge.

**Evaluation Method** – The one-character code to describe the primary means (50 % or more) of evaluating the professional development.

**Follow-Up Method** – The one-character code to describe the primary means prescribed to follow-up on in-service component knowledge acquisition.

**Primary Purpose** - The one-character code to describe the primary purpose of the in-service component.

**Evaluation Procedures** – There is one (1) part to the required evaluation procedure:  
Component Evaluation – Components must be evaluated to measure the degree to which both participant and presenter have addressed the specific objectives as assessed.

### Guidelines for Initiating Funding Requests for In-service Activity

#### A. Compensation

School Board employees as Part-time Instructors will be compensated at their hourly rate of pay.

Stipends for attending in-service activities will be paid only when it is required to attend the activity. The rate of compensation is \$10 per hour (unless their hourly rate of pay is less than \$10, then they would receive their hourly rate of pay).

#### B. Consultant Services

Requests for Consultant Services (Form SB01-35) are to be approved by the Director of Professional Development. This form is to accompany the Request for In-service Training (Form PDD 500) along with the consultant's Curriculum Vitae/Resumé.

Fees and other costs must be in compliance with those established by the Duval County School Board. See DCSB Material Requirements Instructions, Series 17 guidelines.

### Certificate Renewal via In-service Activities

#### One Certificate Subject Coverage Area:

Total Points: 120 In-service Points or 6 Semester Hours

#### In-service:

Subject:	30 Points
Generic:	<u>+90 Points</u> (may be generic or subject area)
Total:	120 Points

#### College:

Subject:	3 Semester Hours
Generic:	<u>+3 Semester Hours</u> – any course
	6 Semester Hours

## Two Certificate Subject Coverage Areas:

Total Points: 120 In-service Points or 6 Semester Hours

	Subject Area #1		Subject Area #2	
In-service:				
Subject:	30 Points		30 Points	
Generic:	<u>+30 Points</u>		<u>+30 Points</u>	
Total:	+60 Points	+	60 Points	= 120 Points

College:				
Subject:	3 Semester Hours		3 Semester Hours	
Generic:	<u>+0 (Not Allowed)</u>		<u>+0 (Not Allowed)</u>	
	3 Semester Hours	+	3 Semester Hours	= 6 Sem. Hrs.

## To Retain Additional Subject Coverage (s):

Total Earned During Validity Period = 120 In-service Points + Additional 60 Points for Each Additional Subject Area (30 Subject Area + 30 Subject Area or Generic) = Minimum of 180 In-service Points

**or**

6 Semester Hours  
+3 Additional Semester Hours for Each Additional Subject Area minimum of 9 Semester Hours

\*The Generic Points may be earned jointly between subject areas, and may be generic or subject area.

## **BLUEPRINT 2000 TRAINING CATEGORIES**

Appropriate for Renewal of the Professional Certificate

The educational goals and performance standards specified in ss.229.591 (3) and 119.592, Florida Statutes, establish additional categories in which teachers are required to demonstrate expertise. Therefore, the “specialization area” has been expanded for college courses or Florida approved in-service training to recognize the required knowledge and skills specified in Blueprint 2000. The following categories of training are directly related to Blueprint 23000 and may be used in an individual’s area of specialization for renewal of the Professional Certificate. Educational personnel are encouraged to select categories that will enhance their current assignments.

The area of specialization has been expanded to include the categories listed below:

### **General Training:**

- At risk students
- Building self esteem
- Child abuse and neglect
- Child development
- Classroom management
- Collaboration techniques dealing with families, school, or social services
- Content area course in the following areas:  
Economics, English, Math, Science, Social Science, Foreign Languages, and Humanities
- Cooperative learning strategies
- Critical thinking skills
- Curriculum design and development
- Drug or substance abuse
- Ecology
- Effective teacher training
- Evaluation or assessment techniques for students, programs, materials, and processes
- Exceptional student education training (all)
- Experiences with young children and families
- First aid, health, and safety
- Global economy
- Informal evaluation techniques
- Integration of curriculum
- Learning strategies
- Library services for special populations
- Multicultural education
- Problem solving skills
- School and community relations
- Skill building techniques
- Social services training (e.g. Courses in social work, social welfare, etc., which deal with services from other agencies)
- Special needs of students
- Strategies for teaching limited English proficient students
- Teaching and testing performance outcomes
- Team building techniques or skills
- Technology
- Research of effective school curriculum design and development
- Standards

### **School Administration Accountability Training:**

- Instructional design
- Leadership skills
- School and community relations
- School finance
- School facilities
- School law
- School organization

### **Vocational and Adult Education Accountability Training:**

- Adult learning
- Principles of adult education
- Principles of vocational education
- Vocational education for special needs students
- Vocational guidance

## Attachment A

# *FASD Responses to Professional Development System Evaluation Protocol*

May 21, 2002

### **Planning**

- Use formal and informal assessments
- Data analysis conducted at school level – compiled at district level for additional planning
- A percentage of schools may be surveyed in larger districts
- For smaller districts consortia survey teachers and district staff to determine need
- Identify resources and gaps in planning
- Use School Improvement needs, then rank
- Learning Communities provide input

### **Delivery**

- Train over time with cohorts of teachers
- Determine what new teachers need during 1<sup>st</sup> three years of teaching
- Deliver staff development to whole faculties, including Principal
- Utilize distance learning for mandates and awareness training
- Utilize electronic staff development management systems for easy access to records/portfolios
- Building skill teams
- Use coaching models
- Writing – best practices
- Focus on content (Reading, Writing, and Math)
- Training before school year begins
- Consultants/resource people lead training at each school
- Organize school structure to allow teachers to have time to plan, etc...
- Consider multiple modes of delivery, different styles of learning, online, face-to-face, etc.
- Online catalog
- Coordinated records

### **Follow-up**

- Utilize regional service providers for follow-up
- Trainers come back for hands on and follow-up activities
- Offer training over a period of time, teachers bring products back
- Principals are trained to go into the classroom to observe strategies and implementation
- Principal and teacher cadres for follow-up training and discussions
- Principal documents teacher's implementation of training on PDP
- Provide coaching/mentoring as "required" part of training
- Check back with individual regarding Action Plan pertaining to implementation of training
- Structured follow-up guide
- Long-term study groups
- School "walk throughs" by administration
- Structure observations
- Online coaching and training
- Writing/Math study group kits
- Follow systematic process
- Site based staff development contacts

- Require follow-up as part of training
- Hold points until implementation is validated
- Multi Day PD events that require implementation between events
- Participant creates a product to demo application of skills
- Schools have a year long SD plan that must include follow-up: sharing, etc...part of component points – school in-service rep facilitates process
- District funds half of year long activities
- E-mail follow-up
- Website to post projects
- Schools must predict impact of school SD plan at beginning of year and review at end of year
- Principal responsible through performance appraisal to superintendent for school professional development
- Principals submit documentation of student achievement and training as part of performance appraisal
- SIP plan evaluation includes school PD Plan and student data
- Use of resource teachers
- CRISS training – projects with student samples...individual follow-ups
- PEP Training – commitment up front, “assignment” completion required to go to next step, partnerships/peer evaluation, individualized computer feedback
- TESA – built in follow-up, student interaction, peer observation/eval/coaching
- Reading – district person, school based reading strategies teacher in each school – deliver training and follow-up through observation, modeling, meeting, discussion
- Web-based resource...on horizon
- Coaching and mentoring use of NBCT or other qualified persons
- Setup e-network to talk about what you have learned
- Modeling by trainer in classroom – followed by conferencing
- Ask teachers “what did you do differently?”
- How did it impact your students?
- Focus on change in teacher behavior and how that impacts student performance
- Electronic Anecdotal Exchange with principal access
- Peer exchange at school level
- Learning communities
- Administrator training in programs that teachers are trained in so they can check for effective implementation
- Literacy coaches – teachers in school trained by district staff
- CRISS trainers at school sites
- Demonstration Classrooms
- Excel Teachers – experts in methodologies. Other teachers observe or Excel teacher does lesson in other person’s classroom
- On-line mentoring, videotape lessons
- Communicate course work completed with principal

### **Evaluation**

- Utilize formal and informal assessments
- Utilize instruments
- “self evaluations”
- Peer evaluation and reporting
- Writing score gains
- “Test Tracker” software
- Admin evaluation of lesson plans, performance, etc. to determine PD effectiveness
- Technology – assess teacher level of competence – gear training accordingly

- Performance evaluation – looking for specific skills (ex. CRISS)
- Analysis of training and the impact on student achievement (documentation – student portfolio, etc.)
- Encourage the development of good student growth outcomes
- Evaluate plan prior/after implementation
- Writing SMART objectives
- District Training in Systems Approach to IPDP, SIP, Strategic Plans
- PDP principal/teacher meetings
- Principal signs off on PDP
- Random selection of review of PDP
- Principals bring sample PDP's to their review
- Continuous Improvement Plan model (8 step process, effective schools research, TQM)

### **Challenges**

- Resources of time, staff, and money
- District Modeling
- Time
- Meeting NSDC standards
- Elected SD reps
- Availability of user-friendly disaggregated data
- Applicability to teachers in areas outside of core academic areas
- Staff turnover vs. sustainable impact (admin and instructional)
- Failure to use HRD/DS as coordinating “brokers”
- SD “housing” – C&I vs. HR mission clarity (or lack thereof...)
- Blurred lines between money pots
- Calendars “out of synch”
- School autonomy vs. district accountability
- Accountability for results vs. control of \$ and other decisions
- Accountability for results of job-embedded training over which there is little control by SD
- Conflicting authority (school principals vs. SD directors)
- Responsibility vs. Accountability
- Admin preparatory training to plan, deliver, follow-up, and evaluate SD
- Inconsistent application of teacher evaluation as relates to training/needs
- Lack of understanding about need for follow-up
- Timeline for test scores and planning
- “Time efficient” follow-up ideas, how to verify/validate??
- The difficulty of measuring student achievement specific to a particular SD initiative
- Monitoring
- No follow-up, no credit
- Do all training activities lend themselves to this evaluation?
- Communication between district and schools
- Way to share best practices across the district
- Consistency across sites
- Diverse delivery models
- Time resources
- After school programs
- Change from district initiated to school initiated staff development
- Mobility of teachers/students within districts
- Size of the school

**Master In-service Template**

**School Professional Development Plan – INSERT SCHOOL NAME**

**District Goal:** (refer to Strategic Plan)

**Strategy:**

**Objective:**

**School-wide Professional Development Focus: SMART Objective** (Student Achievement):

**Teacher Implementation Objective:**

PLANNING		DELIVERY AND FOLLOW-UP		EVALUATION		
Needs Assessment Based on Data	Resources	Professional Development Activities		Teacher Learning Outcomes (Knowledge/Skills)	Teacher Practice Outcomes (Behaviors)	Student Learning Outcomes
		Focus (Content/Topic)	Format/Type			

## CODES FOR PROFESSIONAL DEVELOPMENT COMPONENTS

<b>DELIVERY METHOD</b>	<b>FOLLOW-UP METHOD</b>	<b>EVALUATION METHOD</b>	<b>PRIMARY PURPOSE</b>
A-Workshop	M-Coaching/Mentoring	A-Standardized Test	A*-Add-on Endorsement
B-Electronic, interactive	N-Action Research	B-School Constructed Test	B-Alternate Certification
C-Electronic, Non-interactive	O-Collaborative Planning	C-Portfolios of Student Work	C-Florida Educators Certificate Renewal
D-Learning Community	P-Participant Product	D-Checklists/Rubrics	D-Other Professional Certificate/License Renewal
E-Action Research	R-Electronic, Interactive	E-Charts and Graphs	E**-Professional Skill Building
F-Independent Study	S-Electronic, Non-interactive	F-Other Performance Assessment	*Note: An out-of-field teacher for whom the most critical and primary purpose of the in-service is “add-on” endorsement. **Note: All Non-Certificated personnel should be included in this category. Certified personnel may be included only if none of the categories above is appropriate.
Focused Observations	Study Group	Formal Observation	
		Informal Observation	

## Professional Development Questions and Answers

In order to improve students' academic achievement, it is important to support and update the skills, knowledge, and understanding of the classroom teacher and school staff. The primary purpose of the Duval County School System's Professional Development Department is to foster professional growth.

An added advantage of the Professional Development program is that effective participation may be used for certificate extension (State Board of Education Regulations, Section 6A-4.05). Although all questions on in-service education cannot be answered, the following are answers to the most frequently asked questions about in-service points and teacher recertification. These responses are based upon Florida laws, State Board of Education, and Duval County School Board policy.

### ***What is needed to extend my certificate?***

A minimum of 120 points is usually needed for certification extension. You may also combine sixty master plan points with a three-hour (3) college course or a passing score on a subject test in your area(s) of certification. All applicable in-service points must be earned during the validity period of your certificate (with the exception of ESOL and the Reading Endorsement classes which may be banked for future use).

### ***How may I earn in-service points?***

In-service points may be awarded for successful completion of in-service workshops, approved educational conference/seminars, approved educational travel, approved educational classroom visitations, and approved non-college credit courses. Check the Master In-service Plan Independent Study Component for detailed information.

### ***What is the validity period of my certificate?***

Each professional certificate bears an effective date of July 1 of the school year for which it is issued and is extended for a period of five years, which ends June 30. **During this five-year period, in-service points are accumulated and the certificate renewed for another five-year period.** This span of five years is called the validity period of the certificate.

Certificates may only be renewed the last year of the validity period.

### ***How many points do I get for an in-service activity?***

One (1) hour of participation in an in-service activity earns one (1) in-service point (1 hour equals 1 point). In addition to in-service participation, the evaluation and follow-up activities **must** be completed to receive points.

### ***When I attend a workshop, do I automatically get the points?***

If you successfully achieve the objectives of the workshop and complete the evaluation and follow-up methods you will receive the points, provided the PDD 500 was submitted and approved prior to the workshop. In some cases, the workshop objectives will include activities that must be accomplished in your classroom (for example: setting up a learning center in your classroom). In these instances, you must complete the activity successfully before you receive in-service points.

### ***How may I get in-service points for college courses?***

You no longer need to convert a college course to master plan points when combining with master plan points for certificate renewal. Secure an official transcript to accompany your master in-service points.

### ***How may I receive financial assistance for in-service activities?***

Professional Development funds are allocated to each school for in-service activities based on the school's unweighted FTE. These funds may be expended for in-service related activities such as: non-college credit registration fees, out-of-county travel, stipends, part-time instructor salary, supplies and workshop consultants.

Consult your principal when requesting funds for in-service activities.

***After I get 120 points in the proper categories, how do I extend my certificate?***

When renewing your certificate with master plan points or a combination of master plan points and college courses, you will need to visit the Professional Development office to verify your points, complete the appropriate sections on the Application For Florida Educator's Certificate (Form CG-10R and submit a check or money order with the required renewal fee.)

**NOTE:** If you are retired, have resigned, or on leave, you will renew your certificate on the Department of Education's website [www.fldoe.org](http://www.fldoe.org). Then verify points with the Professional Development office.

***May I use my earned points to renew my certificate more than one time?***

No. After the in-service points are used once in certificate renewal, they are placed in your file as a part of your "in-service transcript." Therefore, you must earn the appropriate points during your next validity period in order to renew your certificate again.

***How may I find out how many points I have?***

The school system is required to keep a record of each employee's in-service points. The Professional Development office maintains these records and will provide you a written report on the number of points you have. This information is available at your request. The information may also be retrieved on the computer at the school site by anyone who has had SAP training and "How to Look Up Points Training."

***What happens to the points earned between validity periods?***

All in-service activities in which you participate will become a part of your professional record and "in-service transcript" regardless of validity period. The points that are not applicable to certificate renewal serve as an indicator of your interest in professional growth. This information is available at your request.

***If I taught in another Florida county and earned in-service points there, may I transfer these points to Duval County?***

Yes. You must notify the Professional Development office of your former county and request the transfer of the in-service points you earned to the Duval County Professional Development office.

***How many independent study hours are allowed?***

Sixty (60) per five-year validity period.

***When is independent study paperwork due?***

The request for independent study points must be received by Professional Development **two (2) weeks prior** to the event for which points are being sought.

***Can workshop or point information be secured over the phone?***

Yes. You may call the Schultz Center for workshop information and Professional Development for points.

***How many or few points can be awarded for a workshop?***

Four (4) points are the minimum and up to 120 points is the maximum. Each workshop will specify the number of points that can be earned.

***Suppose I don't need in-service points; must I participate in the in-service program?***

Educators, like other professionals, must continually update and refine their skills, knowledge, and understanding. The quality of our education system and our profession depends on this measured growth.

## APPENDIX

The following forms are available online at <http://www.duvalschools.org/newteachers>

- PDD 500 – Request for In-service Training
- PDD 501 – Audit Report on In-service Activity
- PSD 503 – Evaluation of In-service Activity
- PPD 502 – Attendance and Assignment and Project Report
- In-service Component Completion Report
- Professional Development Facilitator Agreement form
- Addition/Deletion to Supplement Recommendation form
- Action Plans
- Accomplished Practices Indicators