

Professional Development Facilitator



Duval County Public Schools
Jacksonville, Florida

2011-2012

DUVAL COUNTY PUBLIC SCHOOLS
Jacksonville, Florida

SUPERINTENDENT OF SCHOOLS

Mr. Ed Pratt-Dannals

SCHOOL BOARD MEMBERS

The Honorable W. C. Gentry
Chairman
District III

The Honorable Betty Burney
Vice-Chairman
District V

The Honorable Martha Barrett
District I

The Honorable Fred Lee
District II

The Honorable Paula Wright
District IV

The Honorable Becki Couch
District VI

The Honorable Tommy Hazouri
District VII



TABLE OF CONTENTS

Mission Statement.....	4
Statement of Purpose	4
Selection of Professional Development Facilitator.....	4
Responsibilities.....	4
<u>Responsibilities as School-based MINT Coordinator</u>	5
PDF Checklist for Starting the School Year.....	7
MINT Program Professional Development Folder/Portfolio Checklist	8
Professional Development Facilitator Rubric.....	9
<u>Responsibilities as School-based In-service Coordinator</u>	12
Master In-service Plan	12
Procedures for Developing and Implementing In-service Education.....	13
Additional Procedure Strategies	13
Implementation Strategies	14
Preparing for In-service	14
Conducting In-service.....	14
Descriptions of Forms.....	15
Writing an In-service Training Component	16
Guidelines for Initiating Funding Requests for In-service Activity	17
Certificate Renewal via In-service Activities	17
Blueprint 2000 Training Categories for Certificate Renewal.....	19
FASD Responses to Professional Development System Evaluation Protocol	21
Master In-service Template	24
Codes for Professional Development Components	25
Professional Development Questions and Answers	26
Appendix.....	27

PROFESSIONAL DEVELOPMENT FACILITATOR

Mission Statement

The team mission is to provide school level Professional Development Facilitators with training and support in the MINT 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. The PDF 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: 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 Mentoring and Induction for Novice Teachers (MINT) Program and will serve as the school-based professional development in-service liaison.

PROFESSIONAL DEVELOPMENT FACILITATOR

The Professional Development Facilitator (PDF) will assume **two** major roles in the school. The PDF will oversee and assist with the Mentoring and Induction for Novice Teachers program (MINT) and will serve as the school-based professional development in-service liaison.

Responsibilities as School-based MINT Coordinator

Comprehensive induction programs enhance retention, teacher quality and ultimately student achievement. Effective induction support assists new teachers with their integration into the culture of the school, community and district. All teachers new to Duval County Public Schools and/or the teaching profession will participate in the district's MINT program.

School-based support is provided through the following PDF responsibilities:

- obtain information and training through on-line and face-to-face PDF meetings;
- assist the principal in identifying participants;
- assist the principal in the selection of mentor teachers;
- meet regularly with mentor teachers/novice teacher to provide support;
- facilitate scheduling the dates for principal observations;
- assist the mentor in scheduling formative observations throughout the year;
- assist in the development of the Novice Teacher's Individual Professional Development Plan (NT IPDP) each year of their program participation;
- serve as a member of the MINT Support Team;
- provide resources to both the mentor and novice teacher as needed;
- ensure that all required documentation has been completed to assist with Accomplished Practices verification;
- review all required documentation prior to principal's final review.

Reminders

1. All coursework, testing, and certification information questions are to be referred to the DCPS Certification Office (390-2376).
2. It is the responsibility of the support team to ensure timely scheduling of observations.
3. All Accomplished Practices documentation must be created and completed by the participant.
4. Principals may require more than the minimum observations and Accomplished Practices documentation for completion of the MINT program.

5. Successful completion of NT IPDP activities and strategies alone does NOT indicate demonstration of Professional Education Competence.
6. Upon documentation of acceptance into the DCPS Alternative Certification Program or a post-secondary Educator Preparation Institute, the NT IPDP will be modified to reflect the requirements of the ACP or EPI program. The novice teacher will continue to have support through the DCPS Mentoring and Induction for Novice Teachers Program. Teachers who discontinue participation in ACP or EPI revert to the DCPS Professional Education Competence (PEC) demonstration program.

MINT Program Completion Requirements: A Graphic View

Documents and Activities	Professional Certificate or Temporary with <u>NO PEC</u> Requirement	Temporary Certificate with PEC Requirement		
		Year 1	Year 2	Year 3
OTE 119/Appeals Process	✓	✓	-	-
Copy of Certificate	✓	✓		
Copy of FLDOE Statement of Status of Eligibility	n/a	✓	-	-
NT Self-Assessment	✓	✓	✓	✓
NT IPDP (<i>Program Guide</i>)	✓	✓	✓	✓
Principal's Initial Screening Observation Cycle	✓	✓	-	-
Mentor Observation Cycles	2	4	2	1
Novice Teacher Focus Observations	2	4	2	1
Principal's MINT Exit Observation Cycle	n/a	n/a	✓	✓
Accomplished Practices Documentation	✓			
Demonstration of Professional Education Competence program certification requirements	n/a	✓	✓	✓

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

PDF Checklist for Starting the School Year

- Identify the new teachers in collaboration with the principal
- Identify mentors in collaboration with the principal
- Meet with the novice teachers during pre-planning
- Utilize PowerPoint presentations as needed for orientation (Preplanning and Welcome New Teachers available online at http://www.duvalschools.org/newteachers/pdf_ppt.htm)
- Ensure that teachers new to the district have completed an OTE 119. Please confirm that this was done during employment set-up. Facilitate completion of the Appeals Process Form and submit to the school's cadre
- Introduce the novice teachers to their mentors
- Encourage mentors to assist their novice teachers during pre-planning/first days of school
- Meet with the school instructional coach to determine the training schedule for school-based professional development
- Complete the **Request for In-service** Training forms (PDD 500) for trainings and submit to the Professional Development office (Team Center Bldg. 3002, 3rd Floor)
- PDD 500 forms must be submitted two weeks prior to the date of the workshop for approval
- Submit registration requests to the Schultz Center for Teaching & Leadership—348-5757 in order for school staff to register for training
- Contact the Professional Development office with any Master Plan questions—348-7807
- Contact your Cadre with any Mentoring and Induction for Novice Teachers program questions
- Establish and communicate meeting schedules with new teachers and mentors
- Complete and submit **Professional Development Facilitator Agreement** form
- Complete and submit **Addition/Deletion to Supplement Recommendation** form if required (for PDFs new to the position)

MINT Program

Professional Development Folder/Portfolio Checklist

Teacher Name _____ School _____

Certificate Status Professional Temporary

- *Professional Certificate or Statement of Eligibility (SOE)
- *Florida License, if applicable (ex. Speech Therapist)
- Demonstration of Professional Education Competence (PEC) is required
- *Appeals Process Form
- Novice Teacher Self-Assessment (on-line)
- *Administrator's Initial Screening
- *NT IPDP for each year participating in Teacher Induction Program

Program

- Year 1
- Year 2
- Year 3

- Mentor Observation Cycles

Temporary Certificate

- Year 1 (4) _____
- Year 2 (2) _____
- Year 3 (1) _____

Professional Certificate

- Year 1 (2) _____

- Novice Teacher Focus Observations

Temporary Certificate

- Year 1 (4) _____
- Year 2 (2) _____
- Year 3 (1) _____

Professional Certificate

- Year 1 (2) _____

- *Principal's MINT Exit Observation (Temp Cert Only)

- Testing Complete

- General Knowledge _____
- Subject Area Exam _____
- Professional _____
- Out of Field _____

Certification 390-2430

Accomplished Practices

Identify the priority APs each year of MINT participation. An AP may appear in one or multiple years based on need.

Note: Support strategies for **all six practices** are mandatory for MINT completion when **demonstration of PEC** is required on SOE.

Accomplished Practice

1. Instructional Design and Lesson Planning

Date Initiated: X _____
Y1 Y2 Y3

2. The Learning Environment

Date Initiated: X _____
Y1 Y2 Y3

3. Instructional Delivery and Facilitation

Date Initiated: _____
Y1 Y2 Y3

4. Assessment

Date Initiated: _____
Y1 Y2 Y3

5. Continuous Professional Improvement

Date Initiated: _____
Y1 Y2 Y3

6. Professional Responsibility and Ethical Conduct

Date Initiated: X _____
Y1 Y2 Y3

- Letter of Acceptance into DCPS Alternative Certification Program or a College Educator Preparation Institute.

***Indicates that a copy of the completed form must be turned in to the Teacher Induction Office**

School Name

Number of Faculty

PDF Name

Number of MINT Participants

PDF Responsibilities	Highly Effective	Effective	Needs Improvement	Comments <i>(Where I need support)</i>
Novice Teacher Needs	Maintains professional confidentiality with novice teachers, mentors and mentees.		Sometimes discusses confidential information regarding novice teachers, mentors and mentees.	
	Meets monthly with mentors and novice teachers. Routinely communicates throughout the month, to determine areas of need and provide necessary support.	Meets with mentors and novice teachers monthly to provide support.	Meets with mentors and novice teachers infrequently to provide support.	
	Interacts with the principal regarding due dates for MINT related observations of novice teachers (i.e. initial screening, summative).	Sends reminders to the principal regarding MINT related observations.	Does not work with the principal to ensure completion of MINT related observations.	
	Works with the support team to assist in the creation of novice teacher IPDPs. Provides necessary reminders and facilitates scheduling and/or obtaining resources to ensure that all required Accomplished Practices/IPDP activities are completed by the designated due dates.	Works with the support team to assist in the creation of novice teacher IPDPs. Sends monthly reminders to ensure that all Accomplished Practices/IPDP activities are completed.	Sends the format for the IPDP to novice teachers to complete and return for documentation. Communicates with novice teachers and mentors quarterly to inquire about Accomplished Practice/IPDP activity completion.	
	Actively participates as a member of the novice teacher's MINT Support Team.	Participates as a member of the novice teacher's MINT Support Team as needed.	Is not a member of the novice teacher's MINT Support Team.	
	Reviews and provides feedback on the novice teacher's professional development documentation prior to principal's review.	Reviews and provides feedback on the novice teacher's professional development documentation prior to principal's review when asked.	Inconsistently reviews professional development documentation. Required MINT paperwork is disorganized.	

<i>Mentor Needs</i>	Supports the mentor in scheduling and completing formative observations. Sets deadlines and provides feedback monthly.	Assists the mentor in scheduling formative observations and provides an annual deadline.	Reminds the mentor to schedule formative observations throughout the year.	
	Provides mentors with necessary resources to ensure that all mentor observations are completed as required.	Assists mentors with obtaining necessary resources to ensure that all mentor observations are completed as required.	Does not assist mentors. Few observations are completed as required.	
	Serves as an active resource to all teachers. Sends frequent reminders regarding informational meetings, professional development and mentor/novice teacher deadlines.	Electronically passes along monthly reminders to mentors and novice teachers. Provides resources to both the mentor and novice teacher as needed.	Periodically reminds teachers of professional development opportunities.	
<i>Principal/School Needs</i>	Actively recruits master teachers to host university interns/pre-interns/field experience students ensuring that all directing teachers have CET training.	Assists in identification of and coordinates placements for university interns/pre-interns/field experience students ensuring that all directing teachers have CET training.	Responds late or not at all to requests for placements for university interns/pre-interns/field experience students.	
	Assists the principal in determining the professional development needs of the faculty.	Assists the principal in determining the professional development needs of the faculty when asked.	Limited involvement in determining the professional development needs of the faculty.	
	Consistently provides the faculty with information about professional development opportunities. Assists teachers with finding in-service specific to their needs.	Frequently provides the faculty with information about professional development opportunities.	Does not consistently provide faculty members with information about professional development opportunities.	
	Assists the principal in identifying new MINT participants and school-based CET-trained mentors. Helps to ensure that all novice teachers have a mentor within the first week of their initial hire date.	Assists the principal in identifying new MINT participants and school-based CET-trained mentors.	Limited involvement with identifying new MINT participants or mentor selection and assignment.	
	Actively participates in PDF meetings/trainings. Participates in focus group/ information gathering activities when requested.	Consistently attends scheduled PDF meetings/trainings.	Inconsistent attendance at scheduled PDF meetings/training.	

<i>Master In-Service Plan Needs</i>	Consistently completes in-service requests and master points paperwork correctly and on time. Shares resources/information regarding certification timelines when appropriate.	Consistently completes in-service requests and master points paperwork correctly and on time.	Does not complete in-service requests and/or paperwork correctly and on time.	
	Obtains training on updates and changes needed to accurately facilitate reporting of Master Plan points. Actively seeks additional resources and information as needed.	Obtains training on updates and changes needed to accurately facilitate reporting of Master Plan points.	Utilizes outdated information. Does not maintain knowledge of Master Plan point protocol.	

Responsibilities as School-based In-service Coordinator

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

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

Master In-service Plan

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

The responsibilities of the PDF regarding the Master In-service Plan will include the following:

- Explain the district's Master Plan for In-service Education to school staff and understand the use of all appropriate forms.
- Distribute 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 on the School Improvement Plan.
- Assess specific needs of the school in consultation with the 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, to include **reviewing and correcting** (if necessary) all workshop forms before returning them to the Professional Development office.
- Establish the date, make preparations for the site, and confirm the instructor for all school-based in-service activities.
- Explain the county's requirements for renewal of teaching certificates, the point system, and interpret in-service printouts.
- 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 five elements that the Florida Department of Education is requiring us to collect information on and will need to be reported to them. Learning Method; Implementation Method; Evaluation Method, Student; Evaluation Method, Staff; and Primary Purpose are the five 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 Method, Student/Staff and Implementation Method, and signs at the bottom of the PPD 502, which verifies the accuracy of the information on the form.
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 Method, Student/Staff and Implementation Method 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 eleven (11) criteria (6A-5.071, FAC):

- Component Title
- Component Identifier Number
- Number of Points Awarded
- A General Objective
- Specific Objectives
- Description of Activities
- Learning Method
- Evaluation Method, Student
- Evaluation Method, Staff
- Implementation 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.

Learning Method – The one-character code to describe the primary means (50% or more) of instructional delivery of professional development component knowledge.

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

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

Implementation Method – The one-character code to describe the primary means (50% or more) prescribed to monitor implementation of the professional development 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: +3 Semester Hours – 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 1st 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

LEARNING METHOD	IMPLEMENTATION METHOD	EVALUATION METHOD, STUDENT	EVALUATION METHOD, STAFF	PRIMARY PURPOSE
A - Workshop	M - Structured Coaching/ Mentoring	A - Standardized Test	A - Changes in Classroom Practice	A* - Add-on Endorsement
B - Electronic, Interactive	N - Independent Learning/ Action Research	B - School/teacher-constructed Test	B - Changes in Instructional Leadership Practices	B - Alternate Certification
C - Electronic, Non-interactive	O - Collaborative Planning	C - Portfolios of Student Work	C - Changes in Student Services Practices	C - Florida Educators Certificate Renewal
D - Learning Community/ Lesson Study Group	P - Participant Product	D - Observation of Student Performance	D - Other changes in practices	D - Other Professional Certificate/License Renewal
F - Independent Inquiry (Includes, for example, Action Research)	Q - Lesson Study Group Participation	F - Other Performance Assessment	Z - Did not evaluate staff outcomes	E** - Professional Skill Building
G - Structured Coaching/ Mentoring	R - Electronic, Interactive	G - Did not evaluate student outcomes		F*** - W. Cecil Golden Professional Development Program for School Leaders
	S - Electronic, Non-interactive			G**** - Approved District Leadership Development Program
2011-2012			Page 25	<p>*Note: An out-of-field teacher for whom the most critical and primary purpose of the in-service is “add-on” endorsement.</p> <p>**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.</p> <p>***Note: As part of an approved district leadership development program, professional development offerings provided through the W. Cecil Golden Professional Development Program for School Leaders.</p> <p>****Note: As part of an approved district leadership development program, professional development offerings NOT provided through the W. Cecil Golden Professional Development Program for School Leaders.</p>

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. 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