



PROFESSIONAL DEVELOPMENT  
OVERVIEW  
&  
MASTER INSERVICE PLAN  
2014-2019

Bay District Schools  
Panama City, FL

Master Inservice Plan Components Revised August 2018

**Bay District Schools**  
**Professional Development Overview and**  
**Master Inservice Plan**  
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Bay District Schools  
Professional Development Overview and  
Master Inservice Plan  
2014-2019 Five-Year Plan

**OVERVIEW**

The vision of Bay District Schools is to “develop high academic achievers to produce successful, innovative citizens and leaders for tomorrow’s world.” The purpose of establishing a Master Inservice Plan is to assess needs of students and establish plans, practices, and activities to assure that all employees possess the skills and knowledge to fully achieve the District’s vision.

A carefully planned MIP results in the development and enhancement of highly effective employees who will make a positive impact in the lives of their students.

**STATE REQUIREMENTS**

According to Section 1012.98 of the 2014 Florida Statutes, School Community Professional Development Act, each School District shall develop and maintain a master inservice plan to support professional learning and improve professional practice of all employees. The statute specifies that “the purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council,” now known as Learning Forward.

Section 4 reads, “District plans must be approved by the district school board annually in order to ensure compliance with subsection (1).” Verification of their approval must be submitted to the Commissioner of Education no later than October 1 annually.

**APPROVAL VERIFICATION PROCESS**

The request to Bay District’s School Board for approval of the 2018-2019 Master Inservice Plan, as well as the Board Action approval on August 28, 2018 is as follows:



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**SUPERINTENDENT**

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Board Members:

Joe Walker  
District 1

Ryan Neves  
District 2

Ginger Littleton  
District 3

Jerry Register  
District 4

Steve Moss  
District 5

August 15, 2018

TO: School Board Members and Superintendent

FROM: Lisa Churchwell, Coordinator of Staff Development & Title II

SUBJECT: ANNUAL APPROVAL OF  
2018-2019 MASTER INSERVICE PLAN  
FOR STAFF DEVELOPMENT

The School Community Professional Development Act (FS 1012.98) requires each school district to have a Professional Development System which includes a Master Plan for inservice activities. In addition, verification is required indicating that that Master Inservice Plan is approved by the district school board annually.

The Plan is a compilation of professional development components that have been written to address the needs at a particular school site or identifies needs for district-wide grade levels or subject areas. It is continually updated as components are written and added. A copy is available in the Office of Staff Development.

Please consider this as the request to place the Master Inservice Plan for Professional Development as a consent item on the August 28, 2018 Agenda for the Bay District School Board. A letter will be forwarded to the Florida Department of Education notifying them of the Board's action.

If you have any questions, please contact me.

*Lisa Churchwell*  
Lisa Churchwell



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Joe W. Walker  
District 3

Ryan Neves  
District 4

Steve Moss  
District 5

August 28, 2018

MEMORANDUM

TO: William V. Husfelt III, Superintendent  
FROM: Denise Kelley, Acting Assistant Superintendent  
Division of Teaching & Learning Services

AGENDA ITEM: Master Inservice Plan 2018-2019

CONSENT OR ACTION (Please circle one)

BUDGET AMOUNT:

IN CURRENT BUDGET OR UNAPPROPRIATED FUND BALANCE  
(Please circle one)

IF BUDGETED, GIVE BUDGET ACCOUNT NUMBERS:  
Fund Function Object Cost Center Project Program

SUPERINTENDENT'S RECOMMENDATION:

Approval: ✓ Disapproval: \_\_\_\_\_ Discussion: \_\_\_\_\_

  
\_\_\_\_\_  
Superintendent

Board Action  
APPROVED AUG 28 2018

The 2018-2019 Master Inservice Plan of Bay District Schools was approved by the School Board on August 28, 2018.

Email notification and attachment of Board approval was sent to Mr. Jason Graham, Florida DOE Bureau of Educator Recruitment on August 29, 2018 by Lisa Churchwell, Coordinator of Staff Development.

# **BAY DISTRICT SCHOOLS VISION, MISSION STATEMENT, and GOALS, BELIEFS, AND COMMITMENTS**

## **Vision**

Bay District Schools will develop high academic achievers to produce successful, innovative citizens and leaders for tomorrow's world.

## **Mission Statement**

Bay District Schools will deliver a high quality education in a collaborative, safe, and respectful environment. Our commitment is to inspire students in the development of character with the acquisition and use of knowledge and skills as we prepare them for life and work in a diverse, global economy.

**Florida Statute 1012.98 4 a 2 (b) 3** of the Professional Development Act states that each school district shall “provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching the learning, classroom management, parent involvement, and school safety.”

Bay District Schools' Strategic Action Plan clearly lays out the goals of the district, aligned with the focus areas mentioned in 1012.98. All inservice activity is aimed in support of the accomplishment of our district-level and school-level goals and standards. Bay District's Goals are outlined as follows:

## **Goals**

1. Advance Academic Achievement for Every Student
  - Strategy 1.1 Improve Individual Student Performance
  - Strategy 1.2 Prepare Students for College and/or Career Readiness
  
2. Integrate Technology into Every Learning Environment
  - Strategy 2.1 Increase Access to Data and Digital Content
  - Strategy 2.2 Provide Equitable Access to Data for all Stakeholders and Digital Curriculum content and Assessments that Comply with Web Up-to-Date Standards
  - Strategy 2.3 Implement Career Academies at All High Schools in the District
  
3. Employ Effective Teachers and Principals
  - Strategy 3.1 Acquire and Retain Highly-Qualified Teachers and Principals
  - Strategy 3.2 Strengthen Professional Learning of Instructional and Administrative Staff in Order to increase Student Achievement
  
4. Ensure Safe, Compassionate, and Respectful Learning Environments
  - Strategy 4.1 Increase Law Enforcement at the Middle School Level
  - Strategy 4.2 Build Positive, Compassionate Learning Environments
  - Strategy 4.3 Heighten Safety Measures at all District Properties
  
5. Empower Family and Community Advocacy
  - Strategy 5.1 Foster Strong Parent/Family and School Relationships
  - Strategy 5.2 Improve Civic Involvement in Schools
  
6. Assure High Quality Support for Schools
  - Strategy 6.1 Support the Learning Environment
  - Strategy 6.2 Enhance Community Involvement and Communication



## **Core Beliefs and Commitments: We believe that...**

1. Everyone must have a passionate commitment to academic excellence through high standards.

Commitment: We will set standards that create high-performing schools where everyone is accountable and responsible for maintaining academic excellence and sound management.

2. Relationships of students and adults must show empathy, care and trust.

Commitment: We will build relationships that enhance students' opportunities to excel in a rigorous curriculum without regard to place of residence, ethnicity, socioeconomic status, native language, or special needs.

3. Compassion, conviction, and intense dedication to student academic success should stand as our hallmark.

Commitment: We will ensure that effective teachers and principals lead the classroom and school environment with academic excellence and innovative teaching practices.

4. A professional teaching environment must be collaborative, innovative, and progressive.

Commitment: We will foster collaborative teamwork, critical thinking, mastery of content, personal growth and a school-wide learning culture.

5. Data is revered as a means to provide feedback to students, refine instructional practices, and drive intervention decisions.

Commitment: We will use data and program evaluations to determine student, teacher, school, and district gains in student achievement.

6. Connections within the community will help enhance student engagement.

Commitment: We believe responsible citizens are the foundation of our society and learning must take place at home, in school, and in the community.

7. Technology skills are essential in a global economy.

Commitment: We will provide our students with the opportunities to acquire the technology skills necessary to compete in the local and global workforce.

8. Equitable distribution of academic and operational resources will promote student success.

Commitment: We will distribute resources in an equitable manner to ensure the requirements and needs of each facility are met.

## **MASTER INSERVICE PLAN**

Embedded in each professional development system is a master inservice plan (MIP) that identifies the components of professional learning that may generate master inservice plan points toward recertification or add-on certification. The Master Inservice Plan identifies the scope of professional development activities for the District for all employees based on an assessment of training needs in the schools and district and in support of the schools and district-level goals. It includes a compiled list of all components that are approved and offered for use in creating professional development opportunities.

### **DOE Component Numbering Data Base Requirements**

All component numbers are created in accordance with the Florida Department of Education DOE Information Data Base Requirements, Appendix D. The component number chosen is a unique seven-digit number assigned by the district and remains the same for the life of the component. It is composed of the following codes:

Position 1 of 7 numbers: **Function** – A one-digit code which identifies the function which is the primary focus of the component. (The digit will appear as a choice of 1 through 9)

Position 2-4 of 7: **Focus Area** – A three-digit code which the principal subject or area upon which the component focuses. Numbers are appropriately chosen from one of the categories of Basic Programs, Exceptional Education Programs, Career and Technical Education Programs, Adult/Community Education Programs, Student or Instructional Support Processes, General Support, Community Services, English Language Learners, or Student Growth. (The three digits are a choice of 000 thorough 805)

Position 5-7 of 7: **Sequential Number** – A three-digit code which assigns a sequential number to each component with the same function and focus area....simply the next number in the sequence. (The digits will be the next in a series of 001-999)

# The School Board of Bay District Schools

## Master Inservice Plan Components

Revised August 15, 2018

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Focus Area and Component Title	Component Number
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### Basic Programs

#### **000: Art**

Current Issues & Trends in Art	1 000 001
Bay County Art Association Professional Development	1 000 002
Teaching AP Art History	1 000 003

#### **002: Career Education**

Career Education	1 002 001
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#### **003: Computer Education**

Tech Tools for Teachers	3 003 001
The Path to Successful Online Facilitation	3 003 016
Learning Theory and Practice	3 003 019*
TOSA Technology Trainings	3 003 020
SMART Technology Trainings	3 003 021
Google Apps	3 003 022

#### **004: World Languages**

Current Issues & Trends in Foreign Languages	1 004 001
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#### **005: Health/Nutrition**

Updating Knowledge in Health Education	1 005 001
Tobacco Prevention Training	1 005 004
CPR & First Aid	6 005 001

#### **006: Humanities**

Current Trends in Theater Education	1 006 001
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#### **007: Integrated Curriculum**

Integrating Technology	2 007 001
Instructional Leadership for AP & Pre AP Programs	2 007 003
Project Based Learning	2 007 008
Framework for Understanding Poverty	5 007 001

#### **008: Language Arts**

Current Issues & Trends in Language Arts	1 008 001
Integration of Science & Language Arts	1 008 009

Maximizing Use of Newly Adopted ELA Textbooks	1 008 014
Achieve 3000	1 008 015
Align Curriculum Instruction & Assess for ELA FL Standards - Liaisons	1 008 016
<b><u>009: Mathematics</u></b>	
Maximizing the Use of Newly Adopted Math Textbooks	1 009 001
Math: A Way of Thinking	1 009 004
Aligning Curriculum Instruction & Assessment for Math Florida Standards	1 009 008
Current Issues & Trend in Mathematics	2 009 003
Updating Knowledge & Skills in Secondary Mathematics	2 009 004
Updating Knowledge & Skills in Elementary Math	2 009 005
Florida Math Standards - Eureka	2 009 013
Math for K-8 Teachers: Number Concepts	2 009 014*
Math for K-8 Teachers: Number Operations	2 009 015*
Math for K-8 Teachers: Space & Shape	2 009 016*
Math for K-8 Teachers: Algebraic Thinking	2 009 017*
Math Frameworks	2 009 019
Math Practices Series – Beacon	2 009 021*
<b><u>010: Music</u></b>	
Current Issues & Trends in Band	2 010 001
Elementary Music Council Professional Development	2 010 002
Current Issues & Trends in Chorus	2 010 003
Techniques in Elementary Music	2 010 005
<b><u>011: Physical Education</u></b>	
Coaching Theory	1 011 001
Care & Prevention of Athletic Injuries	1 011 002
Theory & Practice of Coaching a Specific Sport	1 011 003
Current Issues & Trends in Physical Education	2 011 004
Ideas That Work in High School Physical Education	2 011 005
<b><u>012: Prekindergarten</u></b>	
Develop/ Appropriate Strategies for Early Childhood	2 012 001
<b><u>013: Reading</u></b>	
Pre-Reading Strategies	1 013 002*
Post-Reading Strategies	1 013 003*
Reading to Learn: Comprehension Instruction	1 013 007
Instructional Strategies Series	1 013 009*
Methods of Scientifically Based Reading Research	1 013 012
SRA Reading	2 013 002
Reading Framework K-5	2 013 003

Building A Secondary Reading Framework	2 013 014
SBRR: School- Based Reading Coach	2 013 018
Learning Strategies for Improving Comprehension	2 013 019
Reading Strategies That Work	2 013 033
NGCAR-PD Face To Face Academy	2 013 042
Reading 1: Foundations of Instruction	2 013 043*
Reading 2: Research-Based Practices	2 013 044*
Reading 3: Assessment	2 013 045*
Reading 4: Differentiated Instruction	2 013 046*
Reading 5: Demonstration of Accomplishment	2 013 047*
Literacy Series Beacon	2 013 048
BCRA: Bay County Reading Association	2 013 049
During Reading Strategies for All Teachers	3 013 001*
<b><u>014: Safety/Driver Education</u></b>	
Current Practices in Driver Education	2 014 001
<b><u>015: Science</u></b>	
Coastal Marine Systems	1 015 015
STEM Institute	1 015 016
STEM Master	1 015 017
Advanced STEM Institute	1 015 018
STEM: FSU Summer Stem Camp	1 015 024
Align Curriculum, Instruct, Assess to Science FL Standards Liaisons	1 015 034
Maximizing Use of Newly Adopted Science Textbooks	1 015 035
Science Inquiry for Teachers	2 015 001
Current Issues & Trends in Science	2 015 003
AIMS: Activities Integrating Math & Science	2 015 005
Current Trends in Secondary Science	2 015 009
Safety in the Secondary Science Classroom	6 015 001
<b><u>016: Social Studies</u></b>	
US History End of Course Exam	1 016 001
Maximizing the Use of Newly Adopted SS Textbooks	1 016 005
Align Curriculum, Instruct, & Assess to Soc Studies FL Stds - Liaisons	1 016 008
Current Issues & Trends in Social Studies	2 016 001
Current Issues & Trends in High School Social Studies	2 016 002
Current Issues & Trends in Middle School Social Studies	2 016 003
<b><u>017: Writing</u></b>	
Creating Writers	1 017 001

## EXCEPTIONAL STUDENT EDUCATION

### 100-106: Exceptional Student Education

Current Issues in ESE	1 100 001
PAEC ESE Workshops	2 100 002
Autism Spectrum Disorders	2 100 009
Structured Teaching Strategies for Autism Students	2 100 011
Issues & Trends in PT & OT	2 100 014
Accelify-Medicaid Training	2 100 016
Language & the Deaf or Hard of Hearing	2 100 020
Collaborative Teaching in the Inclusion Classroom	2 100 026
SWD: Online Beacon PD to satisfy SB1108 requirement	2 100 040*
SWD: Outside Coursework Approved to satisfy SB1108 requirement	2 100 041
SWD: Approved other online PD (meets SB 1108) FDLRS, etc.	2 100 042
Students with Disabilities (subject content, NOT SWD)	2 100 043
Universal Design for Learning	2 100 045
Increasing Student Achievement at MKL	8 100 002
EOC Test Preparation	1 102 003
Alternate Assessment for Functional Curricular Student	4 102 001
Enrich Computerized Training	3 103 001
Student Advocacy/Legal Issues	7 103 001*
Trends & Issues in ESE Procedures and Policies	8 103 002
Foundation of Co-Teaching	2 104 001*
PAEC / FDLRS Curriculum Modules	1 105 002
CPALMS for Curriculum Mapping	1 105 004
Eureka Math in a Multi Grade Level Setting	1 105 005
Pre-K ESE Curriculum & Materials	2 105 004
Issues & Trends in Speech Language Pathology	2 105 007
Gifted: Curriculum & Instructional Strategies	1 106 001*
Gifted: Education Special Populations	1 106 002*
Gifted: Guidance & Counseling	1 106 003*
Gifted: Nature & Needs	1 106 004*
Gifted: Theory & Development	1 106 005*
Current Issues & Trends for Teachers of Gifted Students	1 106 006

## CAREER & TECHNICAL EDUCATION PROGRAMS

### 211: Career & Technical Education

Current Issues & Trends in Vocational/Tech Education	2 211 002
Career & Technical Education	7 211 002

## ADULT/COMMUNITY EDUCATION PROGRAMS

300-308: N/A

## STUDENT & INSTRUCTIONAL SUPPORT PROCESSES

400-424 as follows:

### 400: Academic Interventions

Response to Intervention for Admin & Teachers	8 400 001
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### 401: Assessments/Student Appraisals

Learning Goals & Progression Scales Florida Standards	1 401 001
Preparing Students for FCAT	2 401 001
Preparing Students for State & National Assessment	2 401 003
Quality Assessment Practices CAG	4 401 005
Foundations of Assessment	4 401 007*
FOCUS/Student Information Training	4 401 009
Administrator Assessment Series	4 401 010*
School Testing Coordinator Training	4 401 011
Quality IEPs: Measureable Student Performance	7 401 001

### 403: Behavioral Interventions

Crisis Prevention Intervention	5 403 001
Positive Behavior Support	5 403 002
Bully-Proofing Your School	6 403 002
Restorative Practices	6 403 004
Trauma Informed Care	6 403 005
Suicide Prevention Training	6 403 006
Disruptive Behavior Disorders	8 403 001
MTSS Multi-Tiered System of Supports	8 403 004

### 404: Classroom Management

Associate and Lead Teacher Training	2 404 003
Foundations of Effective Teaching	2 404 004
Growth Mindset	2 404 00

Classroom Management On-Line	5 404 003*
Fred Jones	5 404 004
Classroom Management	5 404 007
Effective Classroom Management via Canvas	5 404 008
<b><u>405: Dropout Retrieval</u></b>	
Implementing a Virtual Curriculum	2 405 001
In-School Suspension	6 405 002
Programs & Process for Service At-Risk Students	6 405 003
<b><u>406: Human Relations/Communication Skills</u></b>	
Clinical Education	8 406 001
Conflict & Resolution in the Workplace	8 406 002
Mentoring Classroom Teachers	8 406 004
<b><u>407: Instructional Media Services</u></b>	
Updating Knowledge in Instructional Tech & Media	2 407 002
Association of Bay County Media Specialists Updates	2 407 006
<b><u>408: Instructional Strategies</u></b>	
Update Knowledge & Skills in Subject Area	1 408 001
Foundations of Team Teaching	2 408 001*
CRISS	2 408 003
Professional Learning Communities/Book Study	2 408 011
Exploring Instructional Practices in PLC's	2 408 016
Differentiated Instruction	2 408 018
Text Complexity	2 408 019
Instructional Practice Series - Beacon	2 408 020
Enhancing the Classroom with Technology	3 408 002*
BYOD for Classroom Teachers	3 408 003
Canvas - Learning Management System	3 408 004
Standards Based Lesson Planning	4 408 001*
Data Based Lesson Planning	4 408 003
Kagan Cooperative Learning	5 408 001
<b><u>409: Instructional Support Services</u></b>	
FL Teacher Certification - ESOL Transfer Incoming Bankable	1 409 003
FL Teacher Certification - General Transfer Incoming Points	1 409 004
FL Teacher Certification - Reading Transfer Incoming Bankable	1 409 005
Educational Impact online PD	1 409 007
FL Certification - Out of District Inservice Request Approved	1 409 008
TIP Modules - Beacon	2 409 002*
Individual Study for Professional Development	2 409 003



Current Trends in Student Services groups 8 409 004

**410: Laws, Rules, Policies, Procedures**

Professional Practices for Educators 7 410 001\*

Leadership Training: Laws, Policies, and Procedures 7 410 002

Professional Practices for Educators 7 410 001\*

New Teacher Induction Program 8 410 002

**411: Learning Styles, Student Differences**

PAEC Learning Environment 2 411 001

Teaching with Boys in Mind 2 411 003

Anti-bias Education 2 411 005

CRISS: Train the Trainer 5 411 001

Inclusion: General Ed Accessible to Students w/Disabilities 7 411 001

**412: Multicultural Education**

Culturally Inclusive Classroom Environment 6 412 001

**413: Parent Involvement/Parent Support**

Building Relationships with Parents 8 413 001\*

    Parental Involvement for Title I 8 413 001

**414: Physical and Mental Health Issues**

Creating Safe Schools through Drug Prevention 6 414 001

    HIV& AIDS Awareness 6 414 001

Current Trends in Adolescent Mental Health Treatment 8 414 001

**415: Problem-Solving Teams**

Problem Solving & Response to Intervention 8 415 001

**417: Program Administration, Evaluation, Accountability**

Continuous Improvement Model for Teachers & Administrators 4 417 002\*

Professional Development Protocol Review Training 7 417 001

**GENERAL SUPPORT**

**501: Planning/Program Evaluation/Continuous Improvement**

Staff Training Specialists Updates 8 501 001

**502: District-Level Management**

District Evaluation Trainings 7 502 001

**505: Food Services**

Updating Knowledge & Skills for Food Service Workers 8 505 001

**506: General Support Services, Unclassified**

Financially Healthy Educators 8 506 001

**507: Leadership Skills/Communication/Critical Thinking**

Facilitative Leadership: Train the Trainer 7 507 001

Administrative Summit 7 507 002

Facilitative Leadership 7 507 003

Seven Habits to Highly Effective People 7 507 005

PAEC Leadership Conference 7 507 006

Updating Knowledge for Administrators 7 507 008

Teacher Appraisal System 7 507 013

Principal Appraisal System 7 507 014

Administrative Application Training 7 507 015

Monitoring Implementation & Measuring Effectiveness 7 507 016

Targeted Selection Training 7 507 017

Current Trends in Education for Instructional Leaders 8 507 002

**508: Management Information Services**

Appraisal Information Management System (AIMS) 3 508 001

**509: Office/Clerical Services**

Updating Knowledge & Skills for Office Personnel 8 509 001

**511: Safety/Security**

Gang Awareness 6 511 001

Domestic Security Training 6 511 002

Community Emergency Response 6 511 003

Safety One Stop for Administrators 7 511 001\*

**512: School Improvement - School Level**

Exploring Instructional Practices through PLC's 1 512 001

Digging Into Data 4 512 001

Data Analysis for School Improvement (Principals & Data Teams) 4 512 002

NWEA 4 512 003

SIP: Leadership Planning for School Level Improvement 7 512 001

NSSE/SACS School Improvement Process 8 512 004

Action Research 8 512 010

District Inservice On School Site - Faculty Specific 8 512 022

School Improvement/Faculty PD 2018-2019 8 512 025

**513: School-Level Management**

Leadership Development Program for Aspiring Administrators 7 513 005

**515: Transportation Services**

Transportation Workshop - Updating Skills 8 515 001

**516-520:** New Section revised per DOE – Bay will gradually move to utilize this component numbering as well

**516: Faculty Development**

Instructional Coaching 1 516 001

**517: Instructional Leadership School Level**

Instructional Leadership Planning for Struggling Schools 7 517 001

**518: School Improvement – District Level**

Accreditation Processes 8 518 001

**519: Professional Learning Standards**

**520: Personnel Evaluation System Implementation**

**521: School of Excellence**

School of Excellence 2018-2019 8 521 001

**COMMUNITY SERVICES**

**600: Community Services, Unclassified**

**601: Lay Advisory Councils**

**602: Parent Education**

**ENGLISH LANGUAGE LEARNERS**

**700-705: English Language Learners**

ESOL: Methods of Teaching English -Speakers of Other Languages 1 700 001\*

ESOL: Testing & Evaluation 1 701 001\*

ESOL: Applied Linguistics 1 702 001\*

ELD Standards 1 702 002

ESOL: Curriculum & Materials Development 1 703 001\*

ESOL: Cross-Cultural Communications 1 705 001\*

Helpful Strategies for Teachers with ESOL Students 2 700 001

ESOL: An Overview (18) 2 700 002\*

ESOL for Administrators (new 60) 7 705 001\*

ESOL for Administrators – Instructional Leadership 7 705 003\*

ESOL for Guidance Counselors 7 705 004\*

**STUDENT GROWTH**

**800-805: Student Growth** New Section revised by DOE

**800: State Assessments**

School of Excellence 2017-2018

9 800 001

**801: District End of Course Assessments**

**802: School Level Assessments**

**803: Learning Goals and/or IEP Targets**

**804: Performance Assessments**

**805: Other**

\*denotes online course

**ADD-ON ENDORSEMENT  
PROGRAM COMPONENTS**

<b>Title of Component</b>	<b>Component #</b>	<b>Points</b>
<b><u>ESOL ENDORSEMENT</u></b>		
ESOL - Applies Linguistics	1 702 001	60
ESOL - Cross-Cultural Communications	1 705 001	60
ESOL - Curriculum & Materials	1 703 001	60
ESOL - Methods of Teaching	1 700 001	60
ESOL - Testing & Evaluation	1 701 001	60
<b><u>GIFTED ENDORSEMENT</u></b>		
Gifted - Curriculum & Instructional Strategies	1 106 001	60
Gifted - Educating Special Populations	1 106 002	60
Gifted - Guidance & Counseling	1 106 003	60
Gifted - Nature & Needs	1 106 004	60
Gifted - Theory & Development of Creativity	1 106 005	60
<b><u>READING ENDORSEMENT</u></b>		
Reading 1: Foundations of Instruction	2 013 043	60
Reading 2: Research-Based Practices	2 013 044	60
Reading 3: Assessment	2 013 045	60
Reading 4: Differentiated Instruction	2 013 046	60
Reading 5: Demonstration of Accomplishment	2 013 047	60
<b><u>ATHLETIC COACHING ENDORSEMENT</u></b>		
Coaching Theory	1 011001	60
Theory and Practice of Coaching a Specific Sport	1 011 003	60
Care and Prevention of Athletic Injuries	1 011 002	60
<b><u>ESE - PREKINDERGARTEN DISABILITIES ENDORSEMENT</u></b>		
Specific information available via district contact		
Three modules are designed to be downloaded and offered via facilitated model		
<b><u>ESE - AUTISM SPECTRUM DISORDERS (ASD) ENDORSEMENT</u></b>		
Specific information available via district contact		
Four 60-hour training courses = 240 point program		
Four components to be added to BDS MIP after proposed plan receives Board approval		

## **FL DOE EVALUATION PROTOCOL**

All components are aligned to the Florida Department of Education Professional Development System Evaluation Protocol. The MIP provides the framework for ensuring and communicating the Primary Purpose and Learning Method of each component and lays out the planned method of Implementation and of Evaluation of Student and Staff. Consultants/facilitators will determine if the Implementation is completed and determine if the participants have successfully achieved the specific objectives outlined. Of course, Evaluation of trainings is a continuous ongoing process.

### **Florida Statute Requirement for Award of Inservice Points**

According to Rule 6A=5.071, inservice points awarded for successful completion of a component shall be assigned as follows:

- (a) One inservice point shall be equivalent to one clock hour of participation.
- (b) Points awarded for completion of college credit shall equate to inservice participation as follows:
  1. One semester hour shall equal twenty inservice points.
  2. One quarter hour shall equal thirteen and one-third inservice points.

## **BAY DISTRICT POLICIES**

The office of Staff Development is responsible, in coordination with other departments, for the development of a district-wide professional development program that addresses the needs of the district. Via the offerings of the Master Inservice Plan (MIP), the district can recognize, categorize, address, and track all Bay District Schools' employee professional development needs and activities.

### **Needs Assessment**

The district's annual Needs Assessment includes an analysis of each school's student achievement standardized test scores and data. Also taken into consideration are attendance and discipline data, climate surveys, SIP's, surveys, annual performance appraisals, as well as local, state, and federal mandates.

### **Planning**

Inservice needs of employees are supported through the efforts of the MIP, the basis of which is to develop, maintain, and enhance highly effective employees who will make a difference in the lives of our students and prepare students for lifelong learning.

Based on the district's Needs Assessment, the Office of Staff Development yearly reviews the MIP, deletes outdated components, adds, revises, and approves those components that will become a part of the current Master Inservice Plan.

### **Professional Development Offerings**

Professional Development opportunities are delivered in a variety of ways and all Bay District components are designed with the appropriate DOE Professional Development Learning Method code description.

Components from Bay District's MIP are listed in our AIMS computer system, Appraisal Information Management System, to which all office administrators and facilitators have access. An Office category exists for each subject area, instructional area, and school, and those components appropriate to each area are available at that location. Facilitators create courses from those components to offer as a professional development learning opportunity. All courses offered are approved by the Coordinator of Staff Development.

Instructional staff and administrators may view at any time in AIMS courses offered, a course description, time and date, and register for the workshop at that location. The system sends an automatic email to the participant confirming their registration.

### **Inservice Credit for Face-to-Face Opportunities**

All professional development components must relate to an approved, appropriate inservice component. All MIP components are valued at 60 maximum points in a five-year period and are approved for inservice use and credit. From a related component, courses are created for a specific professional learning activity. For face-to-face workshops, employees are awarded One point per hour of seat time, in accordance with Rule 6A-5.071. No half hour increments are included for Bay District. Participation is confirmed by signature on sign-in sheets.

### **Inservice Credit for Online Learning Opportunities**

Credit for online courses is awarded in AIMS as the value advertised. All course offerings are prior approved by the Coordinator of Staff Development. Bay District's MIP includes online courses offered via Beacon Educator, Educational Impact, and FDLRS. Any courses taken from another source must be approved for inservice credit on a case by case basis by the Coordinator of Staff Development.

### **Inservice Credit for Outside Learning Opportunities**

An outside learning opportunity is any workshop, conference, seminar that is not sponsored by Bay District Schools. If one attends a conference or training out of district or out of town, they may submit a request for inservice credit by submitting a form titled, Out of District Request for Inservice Credit, with detailed information and an agenda attached. The Coordinator of Staff Development reviews the information and determines that it is in line with our Professional Development Plan. If so, inservice credit is approved and awarded in AIMS. One may also submit an official "Certificate of Completion" from a training as long as the host, title, name, date, location, and inservice values are all pre-typed and clearly evident. This must be approved by the Coordinator as well.

### **Inservice Credit for College Coursework**

College coursework completion is submitted to the HR certification officer, converting as follows: 1 semester hour = 20 points; thus, a 3 hour college course = 60 points.



### **Credit Management**

The inservice credit of Bay District Schools is managed in AIMS, our Appraisal Information Management System. At locations within the system, in each user's personal account, one can view their inservice credit for a course, view their full transcript, their total inservice hours, and see detailed certificate information as well.

### **Certificate Renewal**

All Bay District's MIP components are currently categorized under the FL DOE Primary Purpose code description of C: Florida Educators' Certificate Renewal. All inservice points that are awarded apply towards the 120 point requirement within the five-year certificate renewal period of a professional certificate. Applications for renewal are submitted to the department of Human Resources. Points are verified, subject areas are adjusted, and paperwork is submitted to the DOE. The inservice credit accumulation begins again for the next five-year period.

### **Add-on Certification**

The Master Inservice Plan provides six areas for teachers to extend certification areas. These include endorsements in Coaching, ESE Autism, ESE Pre-K Disabilities, ESOL, Gifted and Reading. One interested in the procedure for adding the endorsement should communicate with the appropriate district contact of that endorsement area.

### **Leadership Development Program**

For implementation of the William Cecil Golden Professional Development Program for School Leaders, Bay District offers a Leadership Development Plan. The Bay District Schools Leadership Development Model is as follows:

**Developing School Principal:** a two or three year program to prepare entry-level participants to become high performing school leaders and to qualify for certification as school principal.

**Career Leadership Development:** provide continuing professional development opportunities for career school principals and assistant principals to develop knowledge and skills that impact student achievement.

**High Performing Leaders Developmental Opportunities:** provide continuous learning opportunities to encourage high performing school principals to share their expertise and coach others.

Course work includes both online and face-to-face professional learning. Upon successful completion of all requirements, the Coordinator of Staff Development reviews the participant's portfolio and approves all work. The Assistant Superintendent for Teaching and Learning as well as the Superintendent signs off on the completion, paperwork is submitted to the DOE, and the title of Ed Leadership is added to the participant's certification.

### **Reporting**

Professional Development data is reported annually to the DOE through Survey 5 Reporting.

