

Master Inservice Program Plan for Florida Educators

Church of God Association of Christian Schools

District Inservice Officer

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2014-2015

1012.98 School Community Professional Development Act.

(1) The Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional development. 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.

(2) The school community includes students and parents, administrative personnel, managers, instructional personnel, support personnel, members of district school boards, members of school advisory councils, business partners, and personnel that provide health and social services to students.

(3) The activities designed to implement this section must:

(a) Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

1. Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;

2. Increased opportunities to provide meaningful relationships between teachers and all students; and

3. Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.

(b) Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.

(c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(d) Provide middle grades instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

(4) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:

(a)1. The department shall disseminate to the school community research-based professional development methods and programs that have demonstrated success in meeting identified student needs. The Commissioner of Education shall use data on student

achievement to identify student needs. The methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.

2. The web-based statewide performance support system established pursuant to subparagraph 1. must include for middle grades, subject to appropriation, materials related to classroom instruction, including integrated digital instruction and competency-based instruction; CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

(b) Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations.

The professional development system must:

1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.
2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.
3. 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 and learning, classroom management, parent involvement, and school safety.
4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice plan must be aligned to and support the school-based inservice plans and school improvement plans pursuant to s. [1001.42](#)(18). Each district inservice plan must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. [1006.07](#); integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with

subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. [1001.42](#)(18). An individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional development plan.

5. Include inservice activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management pursuant to s. [1012.986](#).

6. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.

7. Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.

8. Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

9. For middle grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. [1003.41](#).

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 must include in its school improvement plan, required under s. [1001.42](#)(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

(5) Each district school board shall provide funding for the professional development system as required by s. [1011.62](#) and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. A school district may coordinate its professional development program with that of another district, with an educational consortium, or with a Florida College System institution or university, especially in preparing and educating personnel. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

(6) An organization of private schools or consortium of charter schools which has no fewer than 10 member schools in this state, which publishes and files with the Department of Education copies of its standards, and the member schools of which comply with the provisions of part II of chapter 1003, relating to compulsory school attendance, may also develop a professional development system that includes a master plan for inservice activities. The system and inservice plan must be submitted to the commissioner for approval pursuant to state board rules.

(7)(a) The Department of Education shall disseminate, using web-based technology, research-based best practice methods by which the state and district school boards may evaluate and improve the professional development system. The best practices must include data that indicate the progress of all students. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. This report must include the results of the department's investigation and of any intervention provided.

(b) The department shall also disseminate, using web-based technology, professional development in the use of integrated digital instruction at schools that include middle grades. The professional development must provide training and materials that districts can use to provide instructional personnel with the necessary knowledge, skills, and strategies to effectively blend digital instruction into subject-matter curricula. The professional development must emphasize online learning and research techniques, reading instruction, the use of digital devices to supplement the delivery of curricular content to students, and digital device management and security. Districts are encouraged to incorporate the professional development as part of their professional development system.

(8) The State Board of Education may adopt rules pursuant to ss. [120.536\(1\)](#) and [120.54](#) to administer this section.

(9) This section does not limit or discourage a district school board from contracting with independent entities for professional development services and inservice education if the district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met.

(10) For teachers, managers, and administrative personnel who have been evaluated as less than satisfactory, a district school board shall require participation in specific professional development programs as part of the improvement prescription.

(11) The department shall disseminate to the school community proven model professional development programs that have demonstrated success in increasing rigorous and relevant content, increasing student achievement and engagement, and meeting identified student needs. The methods of dissemination must include a web-based statewide performance-support system including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available technical assistance.

(12) The department shall require teachers in grades K-12 to participate in continuing education training provided by the Department of Children and Families on identifying and reporting child abuse and neglect.

The Master Inservice Plan

Purpose of the Master Inservice Plan

The purpose of the Association's Master Inservice Plan is to make available inservice training to those professionals serving in member schools in Florida. This inservice plan will be the master blueprint to describe the Association's policies and procedures, and the policies and procedures of the Florida Department of Education. The blueprint covers the following guidelines:

Inservice Training

Human Resource Development

Certificate Renewal, Reinstatement, Professional Certificates, and Endorsements

Professional Educator Competency Demonstration Program.

Master Inservice Plan Policies and Procedures

All professional development activities under the Master Inservice Plan will have the approval of the Association's State Education Office and will provide a letter of approval to the Florida Department of Education annually.

1. Eligibility
 - a. Professional development activities will be made available to the following personnel:
 - i. Educators PK-12
 - ii. Administrators PK-12
 - iii. Support PK-12
 - iv. CDAE Certificated personnel: Administrators and Teachers
 - v. Educators seeking certification.
 - b. Professionals who wish to obtain inservice points for recertification must have a Florida Professional Certificate or a valid CDAE Certificate.
 - i. Points can only be earned within the last five years of one's validity period.
2. Renewal of Professional Certificate
 - a. To renew an educator or administrator certificate, one must:
 - i. Must provide proof of one (1) year of full-time teacher/instructional support/administrator experience in a Florida non-public school which has an approved Florida Master Inservice Program.
 - b. Complete 120 inservice points
 - i. At least 60 points must be earned in the field or fields of certification; 20 points must be earned in Students with Disabilities Professional Development.
 - ii. Complete a combination of college credit and inservice training. One semester hour of college credit = 20 points.
 - iii. Take and pass a subject area test specific to the coverage area. One passing numerical score on the subject area test is equivalent to three (3) semester hours of college credit (60 points). A subject area test may be combined with

either college credit or inservice points to equal the equivalency of six (6) semester hours of college credit or 120 inservice points.

- iv. Request the CT116 when ready to renew a Florida Educator Certificate (contact your Master Inservice Program state office).

3. Credit Transfer Procedures

- a. Inservice credit may be transferred to or from any Florida Public or Non-Public district that has an approved Master Inservice Plan. Request the OTE-206 form from your Master Inservice Office for making a transfer of inservice points.
- b. Credit must be earned during the last 5 years of the validity period of the individual's certificate.

4. Inservice Points and Their Components

- a. All inservice components must be from the approved components of the Master Inservice Plan.
- b. All program components may have a range from 1 to 60 points per application.
- c. All inservice activities must align with an approved component.
- d. Points must be earned during the certification validity period of the participants.
- e. Students with Disabilities inservice activities must be approved by the State Master Inservice Office in order to be used for renewal. Twenty SWD points are required each renewal.
- f. No specific inservice activity can exceed sixty points.
- g. Each inservice point equals one clock hour.

5. Criteria for Inservice Components

- a. A professionally qualified individual (group) is to be the organizer and/or consultant for the inservice activity. The inservice coordinator of the school will secure such information concerning the qualifications of the trainer(s).
- b. There must be clearly defined objectives and evaluation based on the needs of the individual school.
- c. Each inservice program must consist of actual working time: online presentations, knowledge acquisition, demonstrations, practice/review, etc.
- d. Inservice activities are designed to meet the specific needs of the school, its professional and support staff, the community, and the individual needs and strengths of each student.
- e. Inservice activities are designed to increase professional skills, knowledge, and dispositions for faculty, administrators, and support staff.
- f. Activities not eligible for inservice points include:
 - i. Business, committee or advisory meetings,
 - ii. Registration and recordkeeping,
 - iii. Breakfast, lunch, dinner, banquets (with a speaker),
 - iv. Testing/screening students,
 - v. Chaperoning students unless the event has a training aspect for the chaperone.

6. Teacher Education Council (TEC)

- a. Selection of Council Members
 - i. The Association's Regional Office will comprise the TEC Council including the Executive Director and the Master Inservice Program Director. Other members of the Council may be selected by the Executive Director.
 - ii. The Council shall review the inservice offerings for the Master Inservice Plan annually.
 - iii. The Executive Director shall send a letter of approval of the Master Inservice Program to the Department of Education annually.

- iv. A report of all inservice points completed aggregated by component number, administrators, teachers, and support staff shall be sent to all member schools annually. This report is also available to the Department of Education.
 - b. The TEC through the Master Inservice Office shall encourage member schools' enrollment in local, state and national inservice programs available through other school districts. It will be the responsibility of the member school to provide sufficient information concerning the inservice program to the Master Inservice Program office.
 - c. It is the role of the Master Inservice Program office to report to the TEC Council the development of new program offerings, the evaluation and upgrading of existing programs, and the cultivation of inservice programs in the new member schools.
 - d. Evaluation of the Master Inservice Program takes place at the member school level and at the state level through administrator professional meetings and educator professional meetings. Directions are given to the Master Inservice Program office based on the results of those evaluations.
 - e. The Master Inservice Program will design inservice components and programs that relate directly to the needs of the student population in the non-public schools.
7. Organization of the Master Inservice Program
- a. The Master Inservice Program must by its very nature be decentralized. Member schools, scattered across the entire state of Florida, representing 250 schools with 18,000 members (2014) must be responsible for the individualized nature of the faculty's inservice program. The District Inservice Officer offers assistance in:
 - i. Program Implementation
 - ii. Inservice Resources
 - iii. Website resources: www.schoolmission.net
 - iv. Certification counselor for initial certificates, renewal, reinstatement, and add-on endorsements
 - b. The District Inservice Officer's duties include:
 - i. Storing individual inservice records for educators going back seven years;
 - ii. Maintaining School inservice records for accreditation updates going back seven years;
 - iii. Managing SWD Renewal points and applications;
 - iv. Managing CDAE Renewals.
8. Policies
- a. The policies governing the Association's Master Inservice Plan originates from three sources:
 - i. Florida Legislative and Department of Education laws and regulations;
 - ii. Association's Inservice Plan for Recertification of educators;
 - iii. Teacher Education Council decisions in areas in which they have the authority to advise or make decisions.
9. Program Review and Revision
- a. The program is reviewed annually as inservice needs for the next year are identified. For example, due to legislative act programs for training educators concerning students with disabilities were strengthened and advertised to the entire membership.
 - b. These changes may come from new educational methodologies (Common Core), new research (Autism strategies), and new technologies being developed at member schools. The District Inservice Office is client-based. The needs of the participating schools are the engine that moves the District Inservice Program.

Master Inservice Plan Components

These component numbers provide the organizational categories recognized by the Florida Department of Education and the Florida Master Inservice Program. Select the component number that best fits your inservice project. The MIP office will review and revise the application.

Administrator	
50101500	Evaluation Study – Evaluating the school program for accreditation
50104200	Early Childhood Education Curriculum Development
50109500	Educator/Administrator Individual Study and Research
50103500	Curriculum Development-School Wide
50110300	Time Management
50127200	Teaching Secondary A.P. Courses
50128200	Textbook Evaluation
50129200	Professional Educators Competency Demonstration Training
50131208	Collaborative Co-Teaching Models
50133200	School Law and Non-Public Schools
50134300	Developing Administrative Skills
50135300	More Effective Building Level Administrators
70127200	Curriculum and the Administrator
18001208	Overview of Professional Educator Competency Demonstration Program PECD
18002300	Orientation of New Educators
58002100	Effective Public Relations
58003100	Leadership Training
58005200	Inservice Coordinator Training
50133200	School Law and the Non-Public School
50134300	Developing the Skills of Administration
50135300	More Effective Principals
Art Education	
50201200	Art in the Classroom – PreK-12
50202500	Appropriate Art Activities
Assessment and School Improvement	
58501603	Early Childhood Student Assessment
58502200	Accreditation Self-Study Training
58503200	Student Assessment – Test Administration

Budget Preparation	
70401300	School Budget Preparation
Career and Vocational Education	
52001500	Workplace Education – Training for vocations
Classroom Management and Organization	
58201300	Classroom Management Strategies
58202300	Affective-Behavioral Strategies
Computer Education	
52201200	Introduction to Technology
52203500	IPad, Kindles, Nooks, and other assistive technology
52206500	Computer Literacy
52207500	Telecommunications in Education
Counselor Education	
50116200	Drugs/Alcohol Abuse
50117200	Prevention of Child Abuse
50118200	Skills in Developing Self Concepts (i.e. Guidance)
50119400	Family Problems
50120200	Stress Management for Students
50121200	Management of Stress
English for Speakers of Other Languages	
51701500	ESOL Strategies
Exceptional Student Education-Students with Disabilities SWD	
53001200	SWD and Learning Styles, Multiple Intelligences
53002600	SWD and ADD/ADHD Diagnosis and Strategies
53003200	Introduction to Students with Disabilities – diagnosis and characteristics
53004200	SWD and Learning Interventions and Strategies
Foreign Language Education	
50401200	Foreign Language Teaching Strategy

Humanities – Faith Education in Schools

50602500	Biblical/Religious Integration
50603500	Introduction to Old Testament / Talmud, Psalms, Prophets, History, Proverbs
50604500	Introduction to New Testament
50606500	Values Education

Instructional Strategies School Wide

18101203	Early Childhood Educator Professional Development
58101200	Instructional Strategies across the Curriculum
58101500	Media Center Specialist
58102300	High School Educator Professional Development
58103300	Middle School Educator Professional Development
58104300	Elementary Educator Professional Development
58106200	Professional Growth and Development
58107200	Accreditation Self-Study and School Improvement Implementation
50127200	Teaching Secondary A.P. Courses
50109500	Educator/Administrator Individual Study and Research

Language Arts Education

50701200	Oral Language Development – Elementary Education
50702200	Fine Arts in Language Arts/English
50703200	English Grammar – Secondary School
50704200	English Grammar – Elementary School
50705500	Classical Education
50706500	Interdisciplinary Language Arts
50707500	Composition and Research
50708200	Creative Writing
50709200	Elementary Developmental Writing
50710500	Literature – Secondary Education
50712500	Elementary Education – Language Experience Strategies

Learning Styles and Differentiated Education

58401200	Learning Styles and Differentiated Education
58401300	Brain-Based Education
58401400	The Brain and Learning

Mathematics Education

50801500	Secondary Mathematics Strategies
50802500	Elementary Mathematics Strategies

50803500	Teaching Critical Thinking and Problem Solving in Mathematics
Music Education	
50901500	Strategies in Music Education
Newspapers in Education	
52101500	Newspapers in Education
Office/Clerical Services	
31001200	Office Personnel
Physical Education	
51001500	Strategies in Physical Education
Plant Operation and Maintenance	
30901200	Maintenance Personnel
Reading Education	
51801500	Reading in the Content Area
50105200	Study Skills Instruction
50107400	Developing Motivation/Self Concepts
50108200	Teaching Reference Skills (i.e. Media Center)
50123500	The Reading Process
50124200	Reading Workshop-Motivation
50125200	Reading Self-Concept
50126200	Teaching Reading Effectively
Safe and Healthy Schools	
50111200	Effective Schools – Safe Productive Learning Environment for all Students
50112200	First Aid
50114200	CPR Cardio-Pulmonary Resuscitation
50115200	AIDS Education – Blood borne Pathogens
Science Education	
51201500	Teaching Secondary Science
51202500	Teaching Elementary Science

Social Studies Education

51301500	Social Studies Teaching Strategies
51302500	American Government
51303500	State and Local Government
51304500	World History
51305500	American History
51306500	Bible in History