



Panhandle Area Educational Consortium

Master In-service Plan

2007-2012

Serving:

- Calhoun
- Franklin
- FSU Schools, Inc
- Gadsden
- Gulf
- Holmes
- Jackson
- Jefferson
- Liberty
- Madison
- Taylor
- Wakulla
- Walton
- Washington

Also Serving:

- Florida Agricultural & Mechanical University Developmental Research School (FAMU-DRS)
- Bay County—Gifted Endorsement
- Florida Virtual School—Master In-service Plan



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2011 Update

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Introduction

Master In-service Plan

Introduction

Welcome to the document designed to guide learning opportunities for students, teachers, administrators, and educational support staff from 2007-2012. The fourteen school districts and the Florida Virtual School, which share in this submission, recognize the importance of structuring for success. This Master In-service Plan is therefore organized to build on the research-validated strategies of planning for professional development, varied delivery models, quality context processes, focused job embedded follow-up, and evaluation of professional development's impact on student achievement.

The influence of the National Staff Development Council and its affiliate, the Florida Association for Staff Development, should be readily apparent. The commitment to pull together the numerous initiatives which support in-service training was attempted. The logical continuum of individual student data analysis driving individual professional development plans leading to better school improvement plans and finally, district strategic plans, harnesses the power of the state of Florida's major initiatives to date.

The tremendous experience base of the PAEC Instructional Services Administrator, professional development directors and professional development council members has made it possible to prepare and provide a document to meet the specific needs of member districts. Submission for school board approval of modifications will occur annually, with a minimum of an appendix update with new tools for district planning.

This document is intended for use as a reference guide for the professional growth of all school employees. Learning does not begin the first day of school and does not end upon graduation. Furthermore, learning is not limited to the pupils in our charge. To quote John Dewey: "There is a kind of coeducation that everybody believes in -- the coeducation of teachers and students."

The school districts participating in the PAEC/PDC and this Common Master In-service Plan (MIP) are Calhoun, Florida State University Schools, Inc., Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, Washington and the Florida Agricultural & Mechanical University Development Research School (FAMU-DRS). Florida Virtual School participates in the PAEC Master In-service Plan, but is not a member of the Professional Development Center.

Section I of the Master In-service Plan (MIP) outlines the function of the Professional Development Center in meeting district staff development needs. The needs identified through student data analysis, review of professional development plans, school improvement plans and district level strategic plans capture the depth of this approach spanning from student to system. The Professional Development Center Advisory Council

(PDC-AC) and the PAEC Board of Directors set priorities and implement procedures necessary for quality staff development.

Section V provides the mechanics for determining eligibility for in-service points. Components identified in Section V are correlated to the primary purpose of in-service education identified in the Florida Department of Education in-service database. The professional development activities in Section V are designed for Florida Educator's certificate renewal, as well as in-service training for other professional certificates or license renewal. Examples of educators requiring additional licensure include occupational, physical or speech/language therapists. All non-certified personnel -- parents and educational partners -- will find appropriate component offerings. Section V also lists professional development activities focused on add-on certification. These components are appropriate for an out-of-field teacher for whom the most critical and primary purpose of the in-service is add-on certification. Section V captures the PDC's adoption of the DOE's Alternative Certification Program designed for non-education professionals seeking certification in their area of expertise. Focused on the Educator Accomplished Practices (EAP), components in this section are also appropriate for:

- new teacher induction program;
- professional development for any teacher;
- support for specific training needs of experienced teachers when performance deficiencies have been identified; and
- demonstration of professional education competencies.

Although Section VI provides hard copy illustrations of forms, please note that PAEC/PDC is dedicated to a paperless trail and thus electronic tracking of professional development. Analysis required to truly evaluate the impact of training on student performance is most efficiently provided through the use of technology. All information contained in this document is password protected and available to PDC Members at www.paec.org/districtpdc.

Section I.
Professional Development Center

PAEC Professional Development Center (PDC)

Overview

The rich professional development resources available through PAEC provide a vivid illustration of the consortium's dedication to school improvement through teacher improvement. PAEC recognizes a professional's need for ongoing, sustained opportunities to develop knowledge and skills to reach and teach all children effectively. The PAEC team in concert with the *electronic* Professional Development Connections (ePDC) works to establish a coordinated system of continuous professional development in traditional, broadcast, and web-based media. All activities include observable objectives for the participant and the pupil that are designed to accelerate student achievement. This mission of seamless student-centered education is accomplished with PAEC serving as a liaison among the districts and professional development partners that include schools, parents, community colleges, universities, and businesses.

Background

Since its initial organization in 1967, the Panhandle Area Educational Consortium has had, as a primary commitment, the provision of in-service education to member districts. This commitment took on formal structure in 1974 when, in response to legislation passed in the State of Florida the previous year, the PAEC Teacher Education Center (PAEC/TEC) was organized.

After the enactment in 1995 of the School Community Professional Development Act (F.S. 1012.98, see Appendix A) the Teacher Education Center Council voted to change the name of the Center to the PAEC Professional Development Center (PAEC/PDC) and its council name to the PAEC Professional Development Center Council (PAEC/PDCC). In 2003, due to legislative changes, the PDC Council was restructured, and named the PAEC Professional Development Center Advisory Council (PDC-AC). The PDC-AC is comprised of the Professional Development Directors or their designee and the Curriculum Coordinators from the PAEC member districts. Today, serving as a facilitating agency for planning, implementing, and evaluating in-service programs, PAEC/PDC is recognized as a leader in the field of professional development.

In the Florida House of Representatives Schools and Learning Council Report, *Teacher Professional Development Programs in Florida*, PAEC is described under the heading, Regional Educational Consortia. Throughout the report, references are made to professional development support that is given to small and rural districts by regional consortia. Also, in the 2000 "Evaluation of the Florida Professional Development Systems" report, it was stated that small districts served by PAEC were rated "excellent" in pooling resources and receiving PAEC support.

The goal of the PAEC/PDC is to provide the best possible in-service training for all personnel in the districts being served by PAEC/PDC. Philosophy, process and procedures of the PAEC/PDC are reflective of the principles and standards promoted by the Florida Association for Staff Development (www.paec.org/fasd/) and the National Staff Development Council (www.nsd.org).

Benefits

PDC participating districts will benefit from the following general services (as taken from the district resolutions):

- A. Design and submit a professional development system.
- B. Coordinate multi-district in-service activities in collaboration with district staff.
- C. Assist district or school staff with appropriate selection of presenters for delivery of needs-based professional development.
- D. Provide continuous access to and reporting options from PAEC's FloridaLearns Academy *electronic* Professional Development Connections (ePDC), aiding in the planning, follow-up, and evaluation of professional development participation.
- E. Provide annual update training for district administrators on the FloridaLearns Academy *electronic* Professional Development Connections (ePDC).
- F. Coordinate completion of the 5 year Master In-service Plan for Professional Development, maximizing resources available to small and rural districts, with subsequent submission to the Florida Department of Education.
- G. Coordinate completion of the Annual Professional Development Needs Assessments, provide summary result data by district request, renewal of Master In-service Plan by school boards and notification of District Boards' approvals to the Department of Education.
- H. Coordinate update of the Professional Development System, building on DOE's recognition of the system's excellence as submitted in 2000.
- I. Integrate a standard *electronic* Individual Professional Development Plan (IPDP) with ePDC.
- J. Provide a toll-free Technical Support Hotline.
- K. Develop and renew add-on endorsement packages.
- L. Provide pre-audit technical assistance in preparation for Florida's Professional Development System Evaluation Protocol site visits.
- M. Provide other services approved by the PAEC Board of Directors through the District of Record.

Project Staff

The Administrator/Coordinator of the PAEC/PDC, or his/her designee, meets regularly with the PDC Council to determine staff development needs, offerings and available resources. Many professional development activities are planned to maximize resources by having common training sessions with each district sending participants, thereby sharing the cost of the training. District calendars are reviewed to determine available times for professional development activities.

The major function of the Administrator/Coordinator of the PAEC/PDC is to identify the in-service priorities and development of programs to meet those needs. PAEC staff works with the Administrator/Program Coordinator of Professional Development by assisting in the planning, delivery, follow up and evaluation of PAEC professional development activities.

The PDC serves all fourteen (14) PAEC member districts: Calhoun, FSU Schools, Inc., Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, and Washington. The Florida Virtual School adopted the PAEC Master In-service Plan during the 2001-02 school year and continues to use the plan to guide its

professional development activities. FAMU-DRS began using the plan during 2003-04 and is currently still in pilot period membership status.

Through a collaborative process involving representatives from participating school districts and from post-secondary institutions, continuing education activities are designed and delivered which result in the personal and professional growth of educators and, ultimately, in the enhancement of the academic performance for students. Professional Development activities are made available for teachers, administrators, para-professionals and other auxiliary personnel as well as for school board members, parents, and other educational partners.

Legal References

Florida Statutes 1012.98 (School Community Professional Development Act) calls for a coordinated system of professional development. The purpose of the professional development system is to enable the school community to meet state and local student achievement standards, state education goals and to succeed in school improvement as described in Statute 1000.03 (Function, mission and goals of K-20 education.)

The activities designed to implement this section of Florida Statutes must:

1. Increase the success of educators in guiding student learning and development so as to implement state and local educational standards, goals and initiatives;
2. Assist the school community in developing and providing stimulating educational activities that encourage and motivate students to achieve at the highest levels and to become active learners; and
3. Provide continuous support for all education professionals as well as temporary intervention for educational professionals who need improvement in knowledge, skills, and performance.

Florida Statute 1012.98(4)(b) states that each school board shall develop and maintain a professional development system. The Florida Statutes referenced in the Master In-service Plan may be viewed in their entirety in Appendix A.

Funding

Florida Statute 1012.98(6) states, "Each school district shall provide funding for the professional development system as required by Florida Statute 1011.62 and the General Appropriations Act, and shall direct expenditure from other funding sources to strengthen the system and make it uniform and coherent. A school district must make available in-service activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district on a fee basis not to exceed the cost of the activity per participant." Specific funding for the PAEC Development Center is based on \$2.60 per FTE for member districts.

Management of the Center

Administrator/Coordinator for Professional Development

Administration of the PDC shall be the responsibility of a staff member so designated by the PAEC Executive Director and approved by the PAEC Board of Directors. The PDC Administrator/Coordinator, or designee, will enlist PAEC staff members to manage the ePDC and content in compliance with state guidelines, school board rules, and PDC procedures while implementing those programs approved by the Council. Philosophy, process and procedures of the PAEC/PDC are reflective of the principles promoted by the Florida Association of Staff Development (FASD) and the National Staff Development Council (NSDC).

Professional Development Center Advisory Council-Overview

The districts comprising the PAEC/PDC have pooled resources to offer a more comprehensive professional development program than would be possible if each district acted independently. While member districts maintain autonomy over the content of their master plans for professional development, limited in-service budgets usually restrict local activities to special program implementation and to components that tend to be generic.

Through cooperative effort by the PDC, intensive in-service institutes provide personnel from all subject areas and grade levels with opportunities for professional growth within their specialized fields. Participants attend in-depth courses that are based on research-validated strategies to improve student achievement. These focused activities are designed to comply with NSDC Standards and Florida Professional Development Protocol and keep educational personnel informed on current educational trends and state mandates. Topics of intensive in-service institutes include, but are not limited to, Educational Leadership, Reading, Technology Integration, Math, and Science.

Functions of the Advisory Council

- A. Recommend to the PAEC Board of Directors, which is comprised of the superintendents from the member districts, all policies and procedures for the operation of the PDC.
- B. Facilitate the needs assessment process within the member districts which determines offerings for the PAEC Common In-service Program, the Educational Leadership Conference, and the Intensive In-service Institutes.
- C. Recommend in-service programs based on needs identified by reviewing student achievement data, teacher professional development plans, school improvement plans, and district strategic plans and needs assessments.
- D. Review and recommend for approval the master plans and the professional development system for in-service education for each of the member districts.
- E. Review and approve evaluation procedures for the PDC In-service Program based on impact of student performance.
- F. Serve in a liaison capacity between the PDC and the school district to explain the objectives of the PAEC/PDC and to disseminate information on its activities.
- G. Review and approve the PDC expenditures relating to common in-service activities.

- H. Evaluate all common in-service offerings making recommendations for improvement where needed.

Specific Duties of the Administrator/Program Coordinator for Professional Development

1. Serve in an advisory capacity over PDC activities through face-to-face trainings, broadcast, and computer-enhanced learning.
2. Prepare agendas, minutes, and correspondence relating to Council meetings in consultation with the chairperson and/or vice chairperson, and disseminate information to Council members.
3. Act as liaison for the Council, colleges and universities with respect to establishing a seamless K-20 instructional system that fosters an integrated educational continuum from kindergarten through graduate school.
4. Transmit the recommendations of the Council to the PAEC Board of Directors and to district Professional Development Directors.
5. Exercise responsibility for all financial management procedures relating to the PDC.
6. Prepare such plans and reports as may be requested by the PDC-AC, the PAEC Board of Directors, District Professional Development Directors, and/or the Florida Department of Education.
7. Distribute information regarding center activities.
8. Search out, obtain, and disseminate information relating to local, state, and national teacher training developments.
9. Analyze PDC activities by careful review of information gathered through the DOE, PDC, district strategic plans, district data, reports and/or school improvement plans.
10. Participate in district reviews (upon request) based on the Professional Development System Evaluation Protocol.

Section II.
Members' Missions

Florida Board of Education Strategic Planning

The mission of the State Board of Education (S.1008.31, F.S.) is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals: Highest student achievement, Seamless articulation and maximum access, Skilled workforce and economic development, and Quality efficient services.

In December 2010, the Florida Department of Education approved the Florida Education Next Generation Strategic Plan. A copy of the Strategic Plan is posted on the PAEC website under Resources.

PAEC Strategic Planning

In November 1994 the Panhandle Area Educational Consortium (then Cooperative) began a yearlong effort to establish a Strategic Plan, which would guide the organization as it moved into an expanded role in Florida education. At that time, a Planning Team consisting of school district and PAEC personnel, representatives of business, industry, higher education, elected office holders, along with parents and community leaders worked with consultants from the nationally recognized Cambridge Group to determine strengths and weaknesses of PAEC, as well as to define what customers wanted and could reasonably expect from their cooperative.

As a result, the adopted mission, objectives and beliefs, guided PAEC activities. Perhaps the data that speaks most distinctly to the impact of following the strategic plan was the tripling of the budget. Monies received from competitive federal and state funds required the quality results which PAEC delivered.

The strong commitment to strategic planning by the senior management of PAEC and the Board of Directors led to the writing of a new strategic plan during the 2001-02 school year. Again, planning teams of diverse partners throughout the consortium worked with the nationally recognized consultant, Dr. Steve Barone of Transformation Systems, Limited, to decide which of the mission statements, beliefs, objectives, and strategies developed five years earlier needed to be updated. While accountability was the watchword of the strategic planning session, urgency was the mandate for implementation. Stakeholders in the planning process requested achievement of the five-year plan in a three-year time frame.

The following pages list and describe the major components of the Strategic Plan update and this document still guides the PAEC mission, beliefs, objectives and strategies today.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
STRATEGIC PLAN – YEAR 2005... AND BEYOND
OVERVIEW**

What is strategic planning?

- Strategic planning provides a five-year plan, which focuses the consortium efforts and financial resources on mutually determined goals.
- The PAEC superintendents select a 30 member Planning Team of volunteers that represent a microcosm of the consortium and community.
- In a three day planning session, the Planning Team agrees through consensus what members hold in common (beliefs) and the consortium’s reason for being (mission).
- Based on this mission and beliefs, the team then decides where the consortium should be (objectives), where the consortium is now (internal analysis), what factors affect the consortium (external analysis), and how the consortium gets where the team wants it to be (strategies).
- Consortium efforts and use of funds are based on Board of Directors’ approved Action Team plans.

PAEC Member Districts

Calhoun	Liberty
FSU School, Inc.	Madison
Franklin	Taylor
Gadsden	Wakulla
Gulf	Walton
Holmes	Washington
Jackson	
Jefferson	

PAEC Participating Districts

Bay
Escambia
Hamilton
Leon
Nassau
Okaloosa
Santa Rosa
Suwannee

PAEC Core Team Drives Process...November to May

In October, 2001, the PAEC Board of Directors selected a 30 member Core Planning Team of volunteers representing a microcosm of the consortium and community. The initial three day planning session was held November 13-15, 2001, and resulted in the development through consensus the main elements of the PAEC Strategic Plan. This included beliefs members held in common and the consortium’s reason for being, its mission.

Based on this mission and beliefs, the team then developed strategic objectives identifying where they thought the consortium should be by 2005, and strategies for achieving these objectives. The stage was set for this year long process.

OUR MISSION:

The mission of PAEC is to enable all member and participating districts to attain their goals by:

- Providing leadership and support services,
- Maximizing the use of resources,
- Linking schools, and
- Facilitating communications across the consortium

OUR BELIEFS:

We Believe:

- Each individual is unique and has intrinsic worth.
- The well-being of society depends on individuals accepting accountability for their choices.
- A healthy, thriving society depends on a commonly held core of values.
- Personal commitment is the essential force behind change.
- A supportive family is critical for the development of the individual.
- Each individual has untapped potential.

PAEC STRATEGIC OBJECTIVES:

By 2005:

Every staff member of all member districts will choose to use the services of PAEC.

By 2005:

Every member district will attribute the achievement of three (3) or more of the eight (8) state goals to the collaboration of district personnel and PAEC staff who provide leadership and support services.

PAEC STRATEGIES TO ACHIEVE MISSION:

The 5 Strategies are the means PAEC must develop or create in order to:

- Achieve its objectives
 - Overcome its threats
 - Seize its Opportunities
1. We will develop and implement a consistent and congruent **communication system** that is used by all staff of PAEC member district to achieve our strategic objectives.
 2. We will develop a **system to continually assess and evaluate** our progress toward the mission and strategic objectives in addition, we will use the data collected to make necessary adjustment in order to achieve our strategic objectives.
 3. We will provide the **support necessary for our member districts to develop and implement their strategic plans.**
 4. We will provide a **continuum of technology programs and support services** to improve student performance in all member and participating districts.
 5. We will develop and implement a **plan to continually discover and leverage talents and resources within the consortium** in order to achieve our strategic objectives.

STRATEGY I

Communication System

We will develop and implement a consistent and congruent communication system that is used by all staff of PAEC member districts to achieve our strategic objectives.

1. A centralized database is accessible through PAEC for the distribution of electronic communication to any and/or all staff member(s) in PAEC member districts.
2. Each employee is knowledgeable of the various systems of communication available in his/her district and uses effectively the methods(s) most appropriate: e-mail, Florida Education Channel (FEC), video conferencing, PAEC and district websites, other Internet websites, newsletters, etc.
3. Each employee has a daily habit of checking for communication.

STRATEGY II

Evaluation of Progress

We will develop a system to continually assess and evaluate our progress toward the mission and strategic objectives; in addition, we will use the data collected to make necessary adjustments in order to achieve our strategic objectives.

1. PAEC operations are customer oriented and research based.
2. Information about PAEC and its services is easily accessible.
3. All districts' needs are systematically identified and quickly addressed through the Advocacy Program.
4. All PAEC staff are familiar with and knowledgeable of information and services provided by PAEC.
5. PAEC utilizes best-in-practice benchmark principles and practices for ongoing systemic evaluation of PAEC operations.
6. PAEC effectively uses organized assessment and evaluation mechanisms to quickly respond to customer concerns and make needed changes to reflect PAEC's mission and objectives.

STRATEGY III

District Strategic Plans

We will provide the support necessary for our member district to develop and implement their strategic plans.

1. PAEC provides templates to develop strategic plans for all member districts.
2. PAEC will provide facilitative services that will aid in the development of district's strategic plans.
3. PAEC provides resources to assist districts in implementing their strategic plans.
4. PAEC provides continuous assistance to districts.
5. PAEC provides assistance to districts with the OPPAGA self-study.

STRATEGY IV

Technology Support

PAEC will provide a continuum of technology programs and support services to improve student performance in all member and participating districts.

1. PAEC is facilitating a custom purchasing program for all member districts and surveying participating districts for interest.
2. PAEC is facilitating a multi-tiered, **technology training** program for all member districts and surveying participating districts for interest.
3. PAEC is facilitating a multi-tiered **technical support** program for all member and participating districts.
4. PAEC is recording appropriate student data, showing correlation between provided staff development and increased student achievement with understanding that significant progress in one year.

STRATEGY V

Leveraging Talents and Resources

We will develop and implement a plan to continually discover and leverage talents and resources within the consortium in order to achieve our strategic objectives.

1. National Staff Development Council standards are consistently used to determine quality resources and quality delivery of professional development for inclusion in the PAEC FloridaLearns website which is aligned with PAEC member district goals.

2. Exemplary resources and talents targeting Florida Department of Education Accomplished Practices and academic areas are available through the PAEC FloridaLearns website to a wide variety of users in the professional development network.
3. Current Florida Department of Education initiatives influence the design and delivery of PAEC FloridaLearns professional development and ancillary materials such as book, CD's, videos, online courses, broadcast programs and instructional games.
4. FloridaLearns website is aggressively marketed and used regionally as the site of choice to locate professional development resources.

DISTRICT STRATEGIC PLANS

Each district participating in this Common Master In-service Plan is required to develop a district strategic plan as stipulated by legislation. District Strategic Plans are housed at the district level.

Section III.
Needs Assessments

Needs Assessments

Pursuant to State Board Rule 6A-5.071, Master In-service Plan Requirements, and on behalf of the PAEC member and participating districts, PAEC has developed and maintains an assessment of training needs. The PAEC Professional Development Needs Assessment is made available to school and district instructional and administrative staff members in an electronic format. The Needs Assessment is based on the six Educator Accomplished Practices and is designed to yield result and data reports in the following categories and/or levels:

- Educator Accomplished Practices
- Professional Development Protocol Categories
 - Reading
 - Sunshine State Stands, subject content, teaching methods
 - Technology
 - Assessment and Data Analysis
 - Classroom Management
 - Family Involvement
 - School Safety

By Grade, Level (Elementary, Middle, High), School, District, Consortium

District personnel may generate customized reports or they may request copies of customized Professional Development Needs Assessment Reports from PAEC. Results of the assessment are used by PAEC staff to plan professional development programs for districts and schools. Also, districts and schools consider the assessment results, along with student performance data, school improvement goals, personal growth objectives, as the professional development is planned at those levels.

A copy of the electronic Professional Development Needs Assessment may be found by searching for “Needs Assessment” at www.paec.org.

Section IV.
Professional Development System

ELEMENTS OF PROFESSIONAL DEVELOPMENT:

Legislative Impact -- The Florida Legislature passes statutes that affect professional development in many ways. These areas can include certification requirements, mandated training such as ESOL, changes in funding, establishing topics of priority for training, describing the structure of councils and the need for master in-service plans for staff development. Educators must be current in knowledge of legislative intent and proactive in meeting with legislators concerning the needs of schools and students. The legislature expects high quality professional delivery of services by educators that result in the highest level of student achievement possible to meet the demands of the twenty-first century. The FloridaLearns Academy staff updates the professional development information as needed in the ePDC system to reflect any new changes directed by the Florida Legislature and the Florida Department of Education.

Florida Department of Education Initiatives – Each year the FLDOE develops priority issues each school district should address. Some initiatives come with funding to assist in the accomplishment of those initiatives. Some do not have the financial support but maintain importance due to political pressure or public need. Reading improvement is a high priority in Florida. State assessments such as FCAT are foremost in determining the performance grades or ratings of schools in Florida. Schools have to plan for these initiatives and understand how they impact the operation of school programs and how they affect the staff employed to run the school programs. PAEC’s role has been to keep abreast of the current initiatives and work with districts to assist in the process of developing plans, providing training, following the progress, and assisting with reporting on many of the FLDOE initiatives. Many of the projects serving the districts are co-located at PAEC and work together to prevent duplication of services. By collaborating, the Professional Development Center districts share resources and training opportunities, work together to develop products and programs, and link forces for the benefit of the small and rural school districts of Region I.

THE MASTER IN-SERVICE PLAN is the PAEC/Professional Development Center’s (PDC) organizational structure for staff development and the legal basis for certification renewal through in-service points. The PDC represents the member districts: Calhoun, Florida State University Schools, Inc., Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton and Washington. The Florida Virtual School utilizes the PAEC Master In-service Plan but is not a member of the PDC. FAMU-DRS is not a member of the PDC; however, as previously indicated, the school participates in the Master In-service Plan as a “pilot project” only. Bay County participates in the PAEC Gifted Endorsement.

The tasks of design and development of the new Master In-service Plan were assigned to the PAEC instructional services personnel with feedback from the PDC. These tasks fell into two types of activities: development of the new components’ format and content and development of new procedures and guidelines to address the Professional Development

System in an Evaluation Protocol. Since these issues related integrally to the component design, a committee comprised of consortium staff and district professional development directors was formed to develop the guidelines and processes for these areas of the plan.

Training identified in this Master In-service Plan is currently offered to address student achievement goals. Training needs are identified primarily through the PAEC electronic Professional Development Needs Assessment and also through extensive data analysis at the school and district levels. Data is gathered from individual teacher requests, principal input, surveys, instructional summits, principal forums, feedback forms, and the need to address new initiatives presented by the Florida Department of Education. The components in this plan, all require follow-up activities for promoting the transfer, application and impact assessment of the participants' learning into the work setting. When follow-up activities are not completed, in-service points are not awarded. The Master In-service Plan is updated by PAEC staff annually, based upon need. Updates will be distributed to member districts for school board approval by September 1st. Written verification that the Master In-service Plan meets all requirements of F.S. 1012.98(4) will be submitted to the Florida Department of Education by October 1st.

Beginning in July, 2007, the Florida Department of Education requires districts to adhere to F.S. 1011.67 and have an Instructional Materials Comprehensive Professional Development Plan that supports the fidelity of implementation of instructional materials. Districts are required to verify that training was provided so that materials are implemented as designed. A copy of the Instructional Materials Comprehensive Professional Development Plan form may be found in Section VI: Forms.

School Improvement Plans/Differentiated Accountability Model – The primary goals of Florida's school improvement and differentiated accountability initiative are to raise student achievement by returning the problem-solving processes in education to the people closest to the students and to align and integrate Florida's "School Grading" Accountability System with the Federal "NCLB" Accountability. Local schools and districts have become well informed about the school improvement process, which may be school wide and specifically target a single program such as reading. Currently, each school develops a plan that addresses the state goals from the school improvement and accountability document. With the focus on a combined approach, the Differentiated Accountability Model operationalizes services through specific interventions and regional support organized around nine areas. These areas are: 1) School Improvement Planning, 2) Leadership, 3) Educator Quality, 4) Professional Development, 5) Curriculum Aligned and Paced, 6) Continuous Improvement Model, 7) Choice with Transportation, 8) Supplemental Educational Services, and 9) Monitoring Plans and Processes.

The role of the PAEC is to provide technical assistance and resources to districts and schools with these initiatives.

Performance Appraisal System – This system is designed for the purpose of encouraging continuous school-site improvement. Performance Appraisal establishes competencies based on job descriptions and is aligned with the Educators' Accomplished

Practices as established by the Education Standards Commission. Currently, a stand-alone electronic professional development plan is available to member districts. In September 2005, PAEC began the process of integrating a common PDP with the ePDC, now known as the Individual Professional Development Plan (IPDP).

Teacher Performance – The most important factor affecting student achievement is teacher performance. Adjusting instructional strategies to individual students’ needs and developing assessment strategies, which contribute to improved performance of all students, drives the Professional Development System. Teachers must demonstrate the competencies required of instructional personnel as outlined in the job descriptions of the Performance Appraisal System.

Participation in regional workshops focusing on single subject areas and providing models of implementation of the Next Generation Sunshine State Standards in the various subject areas are beneficial to improving teacher performance in subject areas not assessed by FCAT.

Data Collection and Analysis – A comprehensive data storage and retrieval system, referred to as Dashboard, has been developed by PAEC personnel and training is provided to teachers, and school and district administrators. The state has emphasized making data-based decisions to affect student performance. This system utilizes data from a variety of sources in order to assist schools. This data might include, but is not limited to, statewide assessments, portfolio assessments, pre/post tests, and samples of student work. The system supports training in using data to improve student achievement for both the classroom teacher and the principal. PAEC has provided various training opportunities to district and school administrators to assist in this area.

electronic Professional Development Connections (ePDC) - The ePDC, implemented September 6, 2002, also facilitates computer-generated reports which strengthen the correlation between professional development attended, follow-up implemented, and improved student achievement. On-site demonstrations for district level and school based administrators of the ePDC are conducted by the PAEC Web Applications Developer and the PDC Director upon request. The ability of the database to address DOE audit requirements for the Professional Development System Evaluation Protocol sparked district specific requests on how to make this tool even more user friendly. The ePDC continues to improve as response is made to requests from users in the districts. Information on this system can be provided by PAEC staff through the helpdesk (email-system) and toll free hot line.

Professional Development Plans – On August 30, 2005, the PAEC Board of Directors approved a common and newly revised electronic tool, developed by PAEC, which is referred to as the Individual Professional Development Plan (IPDP). The most recent revision was completed in 2008. This electronic tool was integrated with the PAEC ePDC for development of individual plans for teachers and users are encouraged to pull

data from the PAEC Dashboard. The tool is an interactive format which expedites the development and implementation of the professional development plans. Use of the electronic IPDP has been adopted by all of the PAEC member districts as well as participating districts. Development of the IPDP requires educators and administrators to collaboratively determine specific areas of need, based on data analysis, and to target those needs with specific staff development which enhances the teacher ability to increase student achievement.

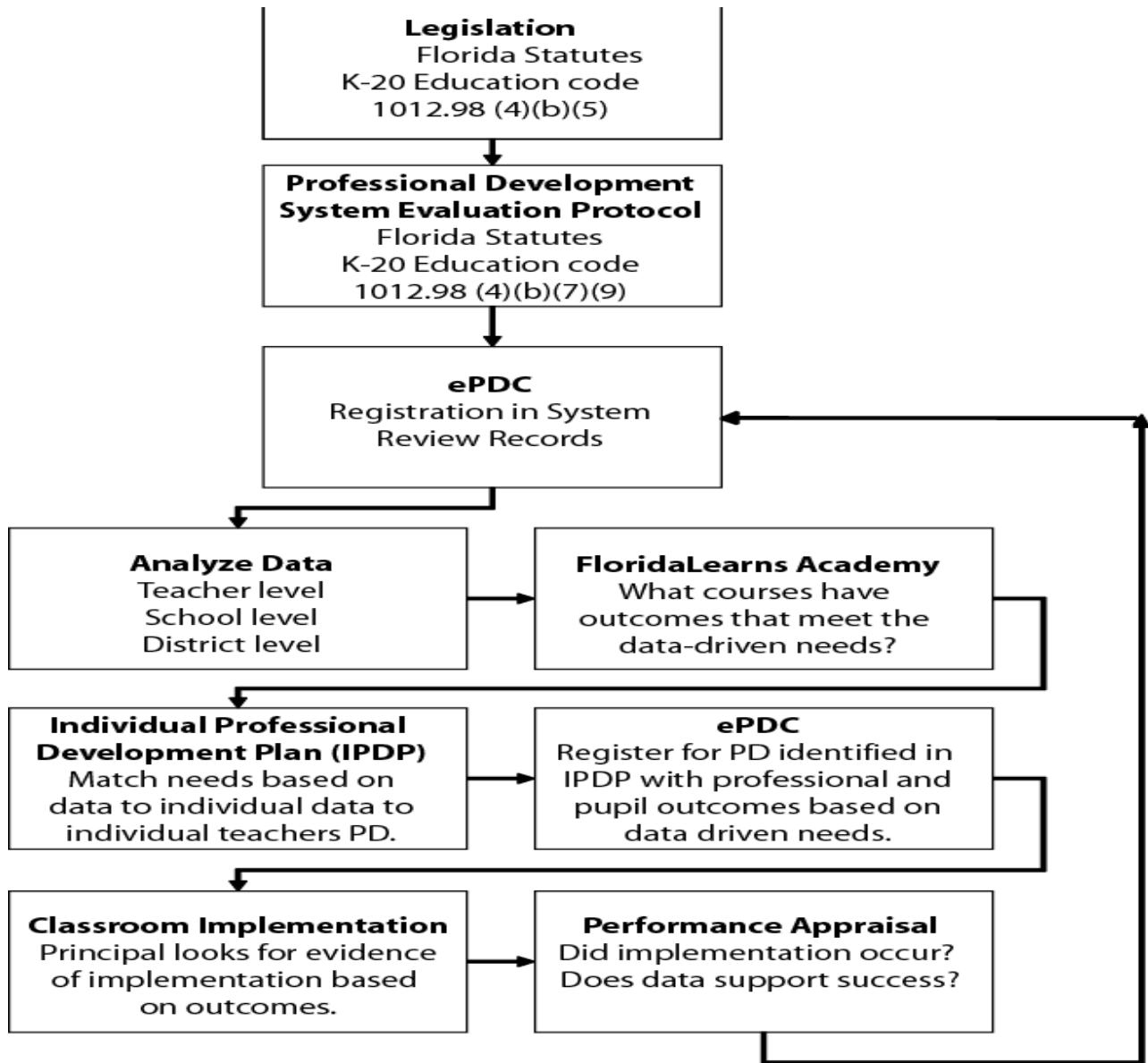
Instructions which are provided for completion of the IPDP are as follows:

- Priority should be given to student performance needs identified through teacher review of disaggregated student achievement data.
- Teachers of students in grades 3-10 must include FCAT scores in establishing goals and objectives; others use district and school assessment scores.
- Professional development activities shall primarily focus on subject content and teaching methods, including technology, as related to the Next Generation Sunshine State Standards, assessment and data analysis, classroom management, parent involvement and school safety.

The components of the IPDP are as follows:

- Data used to establish professional development plan for the current academic year
- Student performance goals, objectives and plan for professional development to impact student performance
- Consideration of applicable of national, state, district, or school wide initiatives
- Consideration of school improvement plan components
- Teacher certification information and currency
- Professional learning community and/or action research participation plans
- Inclusion of professional development through avenues such as an advanced degree, national board certification, leadership activities, endorsement programs, additional certificate coverages, etc.

PAEC Professional Development System Chart



Targeted Audiences Identified

Planning for a system that addresses the needs of teachers in providing instruction that focuses on the areas of need of the students they teach requires an approach that identifies skill levels for various types of workshop offerings. Workshop levels or stages have been identified in the following ways:

- Awareness – Participants should come for an introduction to new concepts, ideas, equipment, or techniques. This is the beginning level. Mastery cannot be obtained at this level.
- Exploration – Participants should have an awareness of the content of the workshop. This workshop may include an awareness piece but will also focus on exploring applications of the workshop content and trying to use the information during the process. Follow-up sessions are usually a part of this level of training. A rubric for this type of workshop will relate the expectations of the participant and describe the various levels and the observable outcomes for each.
- Implementation – Participants should come with the awareness and some exploration of the concepts before attending this level or stage of training. Time will not be spent bringing new attendees up to speed with the rest of the group. The content level will be more complex and time will be used to increase the skill levels of the participants. Participants should be looking for ways to implement the workshop content into their curriculum.
- Adoption – Participants attending this level of training should be looking for ways to encourage adoption of the workshop concepts and content by other teachers with similar teaching assignments (i.e., fourth grade teachers, math teachers)
- Institutionalization – Participants attending this level of training should be looking for ways to utilize the principles learned in the workshop to encourage other subject areas to revise their curriculum such as developing and using integrated units of instruction that involve multiple subject areas. These units would be created or based on the established workshop models and could support the use by whole departments or the whole school program; each part making a contribution to the overall increase in student achievement.

Targeted Schools Identified

Low performing schools receive priority attention through direct and indirect services carefully coordinated by PAEC staff. Professional Development provided include, but are not limited to:

- Training addressing effective instructional strategies and models for the education of children and youth who are exceptional and/or have unique needs based on locally assessed needs and established priorities
- Training to include, but not be limited to, assisting teachers in their efforts to implement Florida Next Generation Next Generation Sunshine State Standards and increase student achievement:
- Training in character education, bullying, classroom management, conflict resolution, peer mediation, student risk and resiliency

- Training to develop the competencies for all educators to effectively meet the needs of students with emotional disturbances and who are at Training on the integration of technology in classrooms.

Programs provided to low performing schools through these projects include:

- Integration of early childhood development, parenting skills and adult basic education for eligible families
- Assistance in the location, identification, evaluation and initiation of appropriate education or other needed services to all children and youth, 0 to 21 years of age who have or are at risk of developing special needs
- Assistance to districts and families who have children who have special needs to develop effective partnerships that allow for shared responsibilities to improve education
- Support in the appropriate use of assistive, instructional, and communication technologies for professional staff, families and children who have special needs
- Coordination of identification, advocacy interstate and intrastate services for migrant families
- Assistance to local schools and districts to provide children in high poverty situations the opportunity to meet the same challenging State of Florida content and performance standards that all children are expected to master

Support of Differentiated Accountability Implementation-

PAEC supports districts and the Department of Education in the following areas:

- School Improvement Planning
- Leadership with record of improving student achievement and overall school performance
- Educator Quality Professional Development
- Curriculum Alignment and Pacing
- Florida's Continuous Improvement Model
- Monitoring Processes and Plans

LEADERSHIP PAEC

Developing School Leaders for the 21st Century is a program that was developed in response to the need of the PAEC fourteen, small and rural member districts and the passage of the William Cecil Golden Professional Development Program for School Leaders*, in 2006, by the Florida Legislature. The program has the following goals:

- Provide resources to support and enhance the principal's role as the instructional leader
- Build the capacity to increase the quality of programs for pre-service education for aspiring principals
- Provide professional development training opportunities for principals and principal leadership teams

Professional development training opportunities will be provided to the PAEC member districts as determined by the needs assessment in support of the new teacher and principal evaluation systems.

Statutory Authority: F.S. 1012.986

Section V

Components

Management and Delivery of Staff Development

Overview

The Master In-service Plan is the PAEC/PDC's organizational system for staff development and the legal basis for certification renewal through in-service points. The Plan for 2007-2012 addresses the planning, learning, implementing and evaluating requirements at educator, school, and district levels. (Source: Florida Department of Education Professional Development System Evaluation Protocol, Third Cycle, 2010-2014, April, 2010). The core components in Section V are subdivided into seven divisions (see Florida DOE Information Database Requirements: Primary Purpose – Appendix V-1 or http://www.fldoe.org/eias/dataweb/staff_1011.asp#DATA_ELEMENTS). All divisions are correlated to the Florida Department of Education's Professional Development Function, Focus Areas and Educator Accomplished Practices. NSDC standards for professional development provide the basis of activity quality control.

The PAEC/PDC's Advisory Council (PDC-AC). Each PDC-AC member is given a copy of the Master In-service Plan. Copies of the MIP, in CD format, are provided to the PDC-AC members for their district office and each district school. Copies have also been provided to the professional staff at PAEC. Electronic access to the Master In-service Plan is provided via the ePDC District Shell to all PDC members at <https://www.paec.org/districtpdc/>.

District directors of professional development disseminate information, assist school/community personnel with their continuing professional development, and communicate in-service needs through PDC-AC structure. These representatives have a working knowledge of the ePDC and how to search for professional development offerings, to register electronically, submit follow-up, and view transcripts of in-service. Face-to-face training is provided to districts and schools as requested.

In-service Point System

One (1) in-service point is equivalent to one clock hour of actual in-service activity, excluding break and meal times. Additional points are awarded based on time required to complete the follow-up and reflection activities, where the information learned is applied on the job. As a general rule, only six (6) points are awarded per day, however more points may be earned with the required pre-work, homework and/or follow up. In order for in-service points to be eligible for use in meeting certificate renewal requirements, they must be earned through participation in standards-based training and professional development activities conducted under a component in this Master In-service Plan. The in-service points record must total at least ten points and must include evidence of the participant's successful completion of the follow up required. In-service points awarded for participation in training and professional development activities conducted under a component in this Plan which total less than ten (10) hours in length, are not considered eligible for use in meeting certificate renewal requirements, unless one of the following criteria is met:

1. The activity is specified in the school's established plan for improvement or change;
2. The individual activities are all under a single component, are all within the same school year, and the combined activities total at least ten (10) hours in length;

3. The component is for training which is designated to meet local, state, or federal requirement(s); or
4. The component is part of an individual's professional development plan, previously approved by the participant's supervisor and/or the district Staff Development Director.

Notice of in-service point eligibility is sent electronically to the participant, the principal and district professional development director. **Final approval for awarding of in-service points for use in meeting certificate renewal requirements is given by the district Professional Development Director.** The DOE Information Database Requirements limit the number of points for any one component to 120 inservice hours. Points may be transferred to or from another school district in Florida at any time within the certificate validity period. This process is expedited by the use of PAEC's ePDC. **Points are awarded only for approved activities and only with satisfactory completion of follow-up and course evaluation.** *In-service Point System information taken from State Board Rule 6A-5.071-Master In-service Requirements.* On June 9, 2005, the PAEC Board of Directors approved an e-Course Fraud Policy which describes the action(s) to be taken against fraudulent activity of PAEC in-service activities.

Primary Purpose for Professional Development

Component Types

DOE Approved Add-on Certification	DOE Designed Alternative Certification	Florida Educators' Certificate Renewal	Other Professional Licensure	Professional Skill Building	W. C Golden Professional Development Program for School Leaders	Approved District Leadership Development Program
Athletic Coaching/Sports Medicine Endorsements	Instructional Design & Lesson Planning	Subject Content	School Psychologist	Aides	Principals & Assistant Principals	Principals & Assistant Principals
Drivers Education/Traffic Safety Endorsement	Learning Environment	Instructional Methods		Bus Drivers	Aspiring Principals	Aspiring Principals
ESOL	Instructional Delivery & Facilitation	Technology	Speech Therapist	Finance Services		
Gifted	Assessment	Assessment/Data Analysis	Occupational Therapist			
Reading Endorsement	Continuous Improvement	Classroom Management	Physical Therapist	Custodians		
	Professional Responsibility & Ethical Conduct	School Safety	Certified Behavioral Analyst	Day Care		
		Leadership	CPA	Clerical Services		
			MOUS	Food Service		
				Management Information Services		
				Support Services and Staff		
				Substitutes		

Seven Broad Strands

- A. Five add-on Endorsement components and seven add-on certification options in PDA.
- B. DOE designed Alternative Certification program; one driven by the 6 Educator Accomplished Practices.
- C. Florida Educators' Certificate Renewal addressing the seven DOE focus areas for professional development.
- D. One focus area for converting other professional licensure requirements into in-service points.
- E. One focus area for tracking skill building with non-certified support personnel, parents and other partners in education.
- F. Two focus areas for Leadership Development.

Section A (Add-On Certification or Endorsement) addresses Add-on certification and endorsements. To date, the approval areas in Section A include Athletic Coaching/Sports Medicine, Gifted, English for Speakers of Other Languages (ESOL), Drivers Education/Traffic Safety and Reading. Points accumulated through the ESOL Program may be banked for one certificate validity period if not needed for certification renewal.

Select from components listed in **Section A** when Add-On Certification or Endorsement is the primary purpose (*50% or more*) of the in-service component. APPROVED ADD-ON ENDORSEMENT OPTIONS INCLUDE:

Athletic Coaching/Sports Medicine Endorsement

- Care and Prevention of Athletic Injuries (Sports Medicine) 1-011-540
 - Coaching Theory 1-011-541
 - Theory and Practice of Coaching a Specific Sport..... 1-011-542
- (See Appendix D for a complete copy of the Endorsement))*

Florida Gifted Endorsement

- Nature and Needs of the Gifted 2-100-511
 - Educating Special Population of Gifted Students..... 2-100-512
 - Curriculum Development for the Gifted..... 2-100-540
 - Guidance Counseling of the Gifted Student..... 2-100-542
 - Theory and Development of Creativity..... 2-100-543
- (See Appendix D for a complete copy of the Endorsement)*

Drivers Education/Traffic Safety Endorsement

- Basic Driver Education/Traffic Safety 1-014-537
 - Advanced Driver Education/Traffic Safety..... 1-014-538
 - Administration and Supervision Driver Traffic Safety 1-014-539
- (See Appendix D for a complete copy of the Endorsement))*

PAEC Add-on Endorsement in Reading

- Competency 1: Foundations in Language & Cognition 1-013-501
- Competency 2: Foundations of Research-Based Practices 1-013-502
- Competency 3: Foundations of Assessment..... 1-013-503
- Competency 4: Foundations of Differentiation 1-013-504
- Competency 5: Application of Differentiated Instruction..... 1-013-504

- Competency 6: Demonstration of Accomplishment 1-013-505
(See Appendix D for a complete copy of the Endorsement)

English Speakers of Other Languages (ESOL)

- Methods of Teaching ESOL..... 2-700-520
- Applied Linguistics 2-702-521
- Cross Cultural Communication and Understanding 2-705-522
- Testing and Evaluation of ESOL Students 2-701-523
- Curriculum and Materials Development..... 2-703-524
- E-R-T Practicum 2-705-527

(See Appendix D for a complete copy of the Endorsement)

APPROVED ADD-ON CERTIFICATION OPTIONS INCLUDE:

Professional Development Alternatives (PDA)

- Foundations 2-100-521
- Assessment and Evaluation 4-102-502
- Instructional Practices 2-100-523
- Positive Behavior Support..... 5-101-503
- Language Development and Communication Skills 2-100-521
- Interpersonal Interactions and Participation 2-100-506
- Transition..... 2-100-518
- Differentiating Rdg Instr for Students: Making It Explicit 2-100-523
(or for Reading Endorsement) 1-013-504
- Introduction to Differentiating Instruction:..... 2-100-500
- Differentiating Science Instruction for All Students 2-015-500
- Differentiating Math Instruction for All Students 2-009-500
- Formative Assessment Process for Differentiating Instruction.... 4-408-500
- Technology for Student Success: An Introduction 3-100-501

Note: PDA courses may also apply to Section C- Certificate Renewal. (See Appendix D for a complete copy of the PDA Program)

Section B (Alternative Certification) offers an alternative certification model designed by the Florida Department of Education to encourage degreed individuals to consider an educational career. Based on the new six DOE Educator Accomplished Practices, approved 2/13/2011, components in this section are also appropriate for beginning teachers or veteran teachers who would like to improve in an accomplished practice area. The new EAPs are:

(a): Quality of Instruction

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

(b): Continuous Improvement, Responsibility, and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

When Alternative Certification is the primary purpose (*50% or more*) of the in-service component, select from components listed in Section V-B, Alternative Certification. The approved Alternative Certification Program was designed by DOE and was adopted by PDC districts. Other appropriate uses of components in this section include:

- New teacher induction program
- Professional development for any teacher
- Support for specific training needs of experienced teachers for whom performance deficiencies have been identified
- Demonstration of professional education competencies

Section C (Florida Educators' Certificate Renewal) will be the most frequently used of the divisions. Components in this section begin with the professional development function outlined by the DOE, and include subject content, instructional methods, technology, assessment/data analysis, classroom management, school safety, and leadership. The seven digit component number begins with a single character that represents the professional development function. (See Appendix V-1) The next three digits identify the focus areas of the principle subject area upon which the professional development is focused. The final three digits are a unique number delineates the activity level and the sponsor. Through sequential number selection, professional development activities sponsored by PAEC can be delineated from district specific training as well as differentiation of activities designed for elementary, middle, high, exceptional, technical, or adult learners.

Responsibility for follow-up, reports of expenditure, specific categories and impact of professional development at certain grade levels can be easily tracked through this numbering system.

When Florida Educators' Certificate Renewal is the primary purpose (*50% or more*) of the in-service component, select from components listed in Section C. Approved core components include:

- Subject Content, Instructional Methods, Technology, Assessment and Data Analysis, Classroom Management, School Safety/Safe Learning Environment, and Management/Leadership/Planning.

Section D (Other Professional Certificate/License Renewal) offers in-service components for educational partners requiring other professional licensure. School psychologists, speech therapists, and certified behavior analysts are examples of individuals who will utilize this information.

When Other Professional Certificate/License Renewal is the primary purpose (*50% or more*) of the in-service component, select from components listed in Section D. Approved professional certification/license renewal is for but not limited to:

- Certified Behavior Analyst
- Occupational Therapist
- Physical Therapist
- Speech/Language Therapist

- School Psychologist

Section E (Professional Skill Building) is primarily designed for non-certified support personnel. Maintenance, transportation, and food service employees, are examples of participants in this category.

When Skill Building for Educational Support is the primary purpose (*50% or more*) of the in-service component, select components listed in Section E. **All Non-Certified personnel should be included in this category.** Examples of non-certified personnel include but are not limited to:

- General Support Instructional
- Classroom Paraprofessional
- Substitute Teacher
- General Support Non Instructional
- Bus Driver
- Mechanic
- Custodian
- Food Service Worker
- Office/Clerical Support
- Facility Maintenance and Operations
- Parents/Partners

Certified personnel may be included only if none of the A-D categories are appropriate.

Section F (W. Cecil Golden Professional Development Program for School Leaders) is part of an approved district leadership development program, professional development offerings provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1.

Section G (Approved District Leadership Development Program) is an approved district leadership development program, professional development offerings NOT provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1.

Access to the ePDC provides immediate information on workshop attendance and follow-up completion for all participants. District professional development directors, principals, teachers, instructional and non-instructional support personnel may review their transcript under the password-protected system wherever Internet access is available. **Districts are responsible for the final approval of earned in-service credit on each participant's in-service record and transmittal through TERMS or other district data system to the Department of Education.**

Documentation and Delivery

A Professional Development Activity (PDA) electronic form is required for all staff development activities. PAEC completes the PDA for all activities:

- initiated by the consortium;
- co-sponsored by the consortium; and/or
- attended by a consortium consultant at the national or state level.

All PDC members have a district specific shell of the ePDC to electronically track any professional development activities not affiliated with PAEC. Input by districts of their specific professional development activities yields a complete picture of trainings taken. Utilizing the district specific shell in its entirety helps districts meet the DOE Professional Development System Evaluation Protocol requirements.

PDA Form (electronic “Add a Course” Template)

PDA information is stored electronically in the ePDC and includes:

- | | | |
|-----------------------------------|--|---|
| ▪ Component Number | ▪ Internal Course | ▪ Needs Assessment |
| ▪ Course name | ▪ Endorsement | ▪ Research Base |
| ▪ Related to Reading Expenditures | ▪ Reading Endorsement | ▪ Learning Strategies for Training Delivery |
| ▪ Related to Reading | ▪ Gifted Endorsement | ▪ Embedded Technology |
| ▪ Related to ESOL | ▪ CDA Renewal | ▪ Embedded Resources |
| ▪ Funding Source | ▪ Leadership Development | ▪ Audience Level |
| ▪ Estimated Cost | ▪ Reading Endorsement Competencies | ▪ District Goals |
| ▪ Session number | ▪ Professional Outcomes | ▪ Accomplished Practices |
| ▪ Professional Development Stage | ▪ Pupil Outcomes | ▪ Participant Assessment |
| ▪ Protocol Category | ▪ Description | ▪ Course Impact |
| ▪ Credit Hours | ▪ Rubric | ▪ Follow-up Methods |
| ▪ Registration Fees | ▪ Survey Question | ▪ Follow-up Location |
| ▪ Contact Person | ▪ Prerequisites | ▪ DOE Delivery Method |
| ▪ Contact E-mail | ▪ Reflection Exercise | ▪ DOE Evaluation Method |
| ▪ Sponsoring Department | ▪ Response Prompts | ▪ Course Format |
| ▪ Course Website | ▪ Next Generation Sunshine State Standards | ▪ Providers |
| ▪ Inactivated | | |

Several types of learning are permissible for most components; face-to-face, broadcast, and online are a few of the learning methods regularly used at PAEC. Descriptions of the options found below are correlated with the six learning methods recognized by DOE for consistency in reporting.

LEARNING METHODS

DOE Code A, Workshop:

Conference/Institute

- using structured opportunities outside of the classroom to focus on related topics of interest planned around a central theme extending more than one day.

Workshop

- using structured opportunities outside of the classroom to focus on related topics of interest planned around a central theme of one day duration.

Developing Professional Developers

- building skills and knowledge needed to create learning experiences for other educators, including design of appropriate professional development strategies-- presenting, demonstrating, and supporting teacher learning and change and understanding in-depth the content and pedagogy required for effective teaching and learning of students and other educators.

DOE Code B, Electronic, Interactive:

Technology-Delivered Instruction

- using various types of technology to learn content and pedagogy, including computers, telecommunications, broadcast-TV, videoconferencing, CD-ROM and videodisc technology.

DOE Code C, Electronic, Non-Interactive

DOE Code D, Learning Community/Lesson Study Group

Professional Network/Partnership

- Linking in person (or through electronic means) with other teachers or groups to explore and discuss topics of interest, set and pursue goals, share information and strategies, and identify and address common problems.
- Working collaboratively with practicing resource people with the focus in improving teacher content knowledge, instructional materials, access to facilities, and acquiring new information.

Curriculum Implementation/Development/Adaptation

- Learning, using, and refining use of a particular set of instructional materials.
- Creating new instructional materials and strategies.
- Tailoring existing instructional materials to meet the learning needs of students.

Case Discussion/Study Groups

- Examining written narratives or videotapes of appropriate teaching and learning, and then discussing what is happening, the problems, issues, and outcomes that ensue same date, same viewing results.

- Engaging in regular, structured, and collaborative interactions regarding topics identified by the group, with opportunities to examine new information, reflect on their practice, or assess and analyze outcome data.

Examination of Student Work

- Carefully examining student’s work and products to understand their thinking and learning strategies and identify their learning needs and appropriate teaching strategies and materials.

Coaching/Mentoring

- Working one-on-one with an equally or more experienced educator to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving, trouble shooting, and co-planning.

DOE Code F, Independent Inquiry (Includes, for example, Action Research)

Immersion in Inquiry

- Engaging in the kinds of learning that teachers are expected to practice with their students—inquiry based investigations or meaningful problem-solving.

Action Research

- Examining teachers’ own teaching and their students’ learning by engaging in a research project in the classroom. Descriptions adapted from *Designing Professional Development for Teachers of Science and Mathematics* by Susan Loucks-Horseley, P. Hewson, N. Love, and K. Stiles 1998, Corwin Press, Inc., ISBN#0-8039-6662-8

Independent Study

- Only in specific instances where the delivery method of a required component is unable to be completely aligned with the Standards may this be considered as an option.

DOE Code G, Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives)

All types of learning require sufficient documentation, including sponsor/consultant identification, duration of activity, or follow-up.

Sign In Sheets

Sign in sheets are generated electronically from **pre-registration** and are required for each PAEC and district sponsored activity. Participants initial by their name twice on each day of attendance—once at the beginning of the activity and once at the end of the activity. Attendance is checked electronically against the sign in sheet by appropriate staff. In order to be eligible for in-service credit, the participant must be in attendance for a minimum of 90% of the allocated training time. This is in addition to submittal of approved follow-up and reflection exercises.

Participant Follow-up

Participant follow-up and activity evaluation are required for each in-service activity in order to be eligible for credit. **Impact on student achievement is the emphasis for all follow-up activities.**

Examples of follow-up activities include, but are not limited to:

- Survey of Students
- Review of District, School and/or Classroom Data
- Modification of Current Lesson Plans
- Analysis of Classroom Routines
- Summary of Instructional Strategies
- Facilitating an Interdisciplinary Unit
- Serving as Peer Trainer
- Developing a Strategic Action Plan

Summaries of these activities are archived on the ePDC through a participant and provider narrative exchange. These activities are tracked by follow-up methods recognized by DOE. DOE follow-up methods and codes include:

<u>Code</u>	<u>Description</u>
-------------	--------------------

- | | |
|---|--|
| A | Collaborative Planning related to training |
| B | Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work) |
| C | Action Research related to training (should include evidence of implementation) |
| D | Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration) |
| E | Study group participation |
| F | Electronic, interactive |
| G | Electronic, non-interactive |

PDA Feed-back Survey

Professional Development Activity Evaluation is conducted to measure the degree to which the activity design and delivery met the needs of the participant and provider. A PAEC Feed-back Survey is provided electronically. Statements measure intellectual engagement, relevance to student achievement and the activity's correlation to the participant's professional development plan. The system also notifies the supervisor upon successful completion and provides observable professional and pupil outcomes for the activity. The supervisor can then document in the system their classroom observations and evaluation of implementation. Since September, 2006, supervisors are able to document such data through the IPDP. The Feed-back Survey must be completed by the participant as a requisite to becoming eligible for in-service credit. A guideline established by the PDC (2010) directs that this survey must be completed within one year of participation in the professional development activity.

E-Fraud Policy

Upon evidence that fraud has been committed involving participation in professional development programs offered by PAEC via an online venue, all approved coursework shall be voided and notification shall be made, in writing, to the participant, his/her principal,

district professional development director, and superintendent. Any subsequent action shall be taken by district-level personnel.

Component Evaluation

Component Evaluation is completed at the end of each academic year and designed to yield information concerning the impact of staff development activities on the school program in general and student achievement specifically. The purposes of component evaluation are to assess the long-term impact of the professional development system in terms of costs/benefits to the employee and student and to provide data for continuous improvement of the overall system. Reports to-date generated through the ePDC yield:

- Demographics of professional development activity participants
- Links of professional development activities to state wide initiatives
- Links of professional development activities to Next Generation Sunshine State Standards
- Links of professional development activities to district goals
- Links of professional development activities to accomplished practices
- Tally of district/school/individual participation in professional development activities

The PDC will also analyze the nature and number of personnel participating in staff development activities; participant perceptions of staff development activities as reported on professional development activity evaluation forms; use of in-service funds; collaboration efforts in planning, implementing and evaluating staff development programs; and various data concerning student achievement compared with the previous years' results. With these many reporting options, programs can be evaluated from many perspectives and comparisons made between district/school/individual student achievement scores. The PDC wishes to ensure that 90% of the personnel involved in professional development activities demonstrate the increased competencies required by law.

Certification Renewal

- (a) As stated in F.S.1012.54 (Purpose of instructional personnel certification), it is the intent of the Legislature that educational personnel certified in this state possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools. The purpose of school personnel certification is to protect the educational interests of students, parents, and the public at large by assuring that teachers in this state are professionally qualified. In fulfillment of its duty to the citizens of this state, the Legislature has established certification requirements to assure that educational personnel in public schools possess appropriate skills in reading, writing, and mathematics, and adequate pedagogical knowledge, including the use of technology to enhance student learning, and relevant subject matter competence so as to demonstrate an acceptable level of professional performance. Further, the Legislature has established a certificate renewal process which promotes the continuing professional improvement of school personnel, thereby enhancing public education in all areas of the state.

Additional certificate renewal information may be viewed on the FDOE website at <http://www.fldoe.org/edcert/renew.asp>.

How to Determine a Component and Identifier Number

Selecting a Component

Component numbers may be selected electronically in the ePDC when entering a course. Numbers are generated based on the designated Function Option, Focus Area Option and Level Option. PAEC has also developed an alphabetical listing of all component titles and numbers and refers to the listing as a “Component Spiral” (found in the district shell). An appropriate component number may be found by searching the Component Spiral for the Focus Area (Basic Program name) or by the Function (Principal Focus). An additional resource may also be found in the DOE Information Database Requirements, Appendix D on page ??.

Electronic activity searches may be conducted by a keyword, course title, data range, district, audience level, delivery method, district goals, accomplished practices or sponsoring project/program.

Selecting the Identifier Number

Appropriate numbers for all Professional Development Activities are assigned by the PAEC and/or the District Staff Development Director, or their designee.

Report of Professional Development

6A-5.071 Master In-service Plan Requirements

(1) Pursuant to Sections 230.23 and 236.081, Florida Statutes, each district school board shall develop and maintain an in-service education and training program for all employees based on an assessment of training needs in the district and local schools as described in Sections 231.600 and 236.0811, Florida Statutes. The in-service education and training program shall be planned, developed, and administered consistent with the law and rules of the State Board and the Commissioner of Education. The program shall be described in a district's master plan for in-service education.

(7) An annual review of the previous year's program operations shall be made and shall include a determination of the program's effectiveness and the carry-over effects of the in-service education and training into the educational settings.

The Panhandle Area Educational Consortium maintains data on professional development of consortium members and others through its electronic Professional Development System (ePDC). Through the ePDC principals are empowered to enter the professional development at the school level, the district enters data on professional development offered at the district level, and the Consortium enters professional development for training delivered by its staff.

Comparison of Professional Development Hours

Below is a comparison of PAEC districts total hours of professional development that was entered into the ePDC for years 09-10 and 10-11.

Note: Hours of Professional Development for 2009-10 reflect the period of July 1, 2009 – June 30, 2010, while the 2010-11 data reflects the period of July 1, 2010 – May 31, 2011.

Professional Development by District:

	<u>District Hosted: # Hours</u>	
	<u>2009-10</u>	<u>2010-11</u>
Calhoun	8,529	5,804
FAMU-DRS	191	40
Franklin	1,702	4,450
FSUS	2,554	2,180
Gadsden	25,738	13,185
Gulf	4,537	4,674
Holmes	3,864	3,483
Jackson	18,847	12,276
Jefferson	2,803	843
Liberty	5,925	3,892
Madison	8,447	7,740
Taylor	9,918	5,760
Wakulla	21,627	17,107
Walton	25,245	14,482
Washington	12,675	7,900
Total	152,602	103,816

	<u>PAEC Hosted: # Hours</u>	
	<u>2009-10</u>	<u>2010-11</u>
Calhoun	2,238	2,763
FAMU-DRS	7	250
Franklin	716	921
FSUS	867	1,060
Gadsden	3,545	2,321
Gulf	3,044	2,122
Holmes	2,747	3,002
Jackson	6,221	5,106
Jefferson	396	131
Liberty	1,956	1,607
Madison	643	1,222
Taylor	1,987	1,617
Wakulla	2,888	2,118
Walton	5,901	7,154
Washington	7,065	7,029
Total	40,221	38,423

Section V-A.
Add-on Endorsements
Component Information

**DISTRICT MASTER INSERVICE PLAN
ADD-ON TRAINING COMPONENT
ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT**

Instructional Strand: Program Area Specialization Competencies
Component Title: **Care and Prevention of Athletic Injuries
(Sports Medicine)**
Identifier Number: 1-011-540
Number of Points: 60—DOE Approval through 06/30/2013
Target Group: Certificated teachers who wish to add the coaching endorsement to their certificate, non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors & Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

Instructional Strand: Program Area Specialization Competencies
Component Title: **Coaching Theory**
Identifier Number: 1-011-541
Number of Points: 60—DOE Approval through 06/30/2013
Target Group: Certificated teachers who wish to add the coaching endorsement to their certificate, non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors & Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

Instructional Strand: Program Area Specialization Competencies
Component Title: **Theory and Practice of Coaching a Specific Sport**
Identifier Number: 1-011-542
Number of Points: 60—DOE Approval through 06/30/2013
Target Group: Certificated teachers who wish to add the coaching endorsement to their certificate, non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors & Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

**DISTRICT MASTER INSERVICE PLAN
ADD-ON TRAINING COMPONENT
FLORIDA GIFTED ENDORSEMENT**

Instructional Strand: Program Area Specialization Competencies
Component Title: **Educating Special Population of Gifted Students**
Identifier Number: 2-103-541
Number of Points: 60—DOE Approval through 06/30/2011
Target Group: Teachers Assigned Out-of-Field in Gifted and Other Certified Personnel

Instructional Strand: Program Area Specialization Competencies
Component Title: **Nature and Needs of the Gifted**
Identifier Number: 2-103-542
Number of Points: 60 – DOE Approval through 06/30/2011
Target Group: Teachers Assigned Out-of-Field in Gifted and Other Certified Personnel

Instructional Strand: Program Area Specialization Competencies
Component Title: **Guidance Counseling for the Gifted Student**
Identifier Number: 2-100-542
Number of Points: 60 – DOE Approval through 06/30/2011
Target Group: Teachers Assigned Out-of-Field in Gifted and Other Certified Personnel

Instructional Strand: Program Area Specialization Competencies
Component Title: **Curriculum Development for the Gifted**
Identifier Number: 1-105-542
Number of Points: 60—DOE Approval through 06/30/2011
Target Group: Teachers Assigned Out-of-Field in Gifted and Other Certified Personnel

Instructional Strand: Program Area Specialization competencies
Component Title: **Theory and Development of Creativity**
Identifier Number: 2-100-543
Number of Points: 60—DOE Approval through 06/30/2011
Target Group: Teachers Assigned Out-of-Field in Gifted and Other Certified Personnel

**DISTRICT MASTER INSERVICE PLAN
ADD-ON TRAINING COMPONENT
DRIVERS EDUCATION/TRAFFIC SAFETY ENDORSEMENT**

Instructional Strand: Program Area Specialization Competencies
Component Title: **Basic Driver Education/Traffic Safety**
Identifier Number: 1-014-537
Number of Points: 60—DOE Approval through 06/30/2013
Target Group: Certificated teachers who wish to add the endorsement to their certificate and non-faculty personnel currently holding a valid teaching certificate who wish to receive Driver’s certification.

Instructional Strand: Program Area Specialization Competencies
Component Title: **Advanced Driver Education/Traffic Safety**
Identifier Number: 1-014-538
Number of Points: 60—DOE Approval through 06/30/2013
Target Group: Certificated teachers who wish to add the endorsement to their certificate and non-faculty personnel currently holding a valid teaching certificate who wish to receive Driver’s certification.

Instructional Strand: Program Area Specialization Competencies
Component Title: **Administration & Supervision Driver Traffic Safety**
Identifier Number: 11-014-539
Number of Points: 60—DOE Approval through 06/30/2013
Target Group: Certificated teachers who wish to add the endorsement to their certificate and non-faculty personnel currently holding a valid teaching certificate who wish to receive Driver’s certification.

DISTRICT MASTER IN-SERVICE PLAN
ADD-ON TRAINING COMPONENT
READING ENDORSEMENT

Instructional Strand: Program Area Specialization Competencies
Component Title: **Reading Foundations in Language & Cognition
Competency 1**
Identifier Number: 01-013-501
Number of Points: 60—DOE Approval through 06/30/2014
Target Group: Administrators, Instructional Staff, School Related Personnel

Instructional Strand: Program Area Specialization Competencies
Component Title: **Reading Foundations of Research-Based Practices
Competency 2**
Identifier Number: 01-013-502
Number of Points: 60—DOE Approval through 06/30/2014
Target Group: Administrators, Instructional Staff, School Related Personnel

Instructional Strand: Program Area Specialization Competencies
Component Title: **Reading Foundation of Assessment – Competency 3**
Identifier Number: 01-013-503
Number of Points: 60—DOE Approval through 06/30/2014
Target Group: Administrators, Instructional Staff, School Related Personnel

Instructional Strand: Program Area Specialization Competencies
Component Title: **Reading Foundations and Applications of Differentiated
Instruction - Competencies 4 & 5**
Identifier Number: 01-013-504
Number of Points: 60—DOE Approval through 06/30/2014
Target Group: Administrators, Instructional Staff, School Related Personnel

Instructional Strand: Program Area Specialization Competencies
Component Title: **Reading Demonstration of Accomplishment (Practicum)
Competency 6**
Identifier Number: 01-013-505
Number of Points: 60—DOE Approval through 06/30/2014
Target Group: Administrators, Instructional Staff, School Related Personnel

**DISTRICT MASTER IN-SERVICE PLAN
ADD-ON TRAINING COMPONENT
ESOL ENDORSEMENT**

Instructional Strand: Program Area Specialization Competencies
Component Title: **ESOL: Methods of Teaching ESOL Online Course**
Identifier Number: 2-700-520
Number of Points: 60—DOE Approved through 6/30/2014

Instructional Strand: Program Area Specialization Competencies
Component Title: **ESOL: Applied Linguistics Online Course**
Identifier Number: 2-702-521
Number of Points: 60—DOE Approved through 6/30/2014

Instructional Strand: Program Area Specialization Competencies
Component Title: **ESOL: Cross Cultural Communication and Understanding Online Course**
Identifier Number: 2-705-522
Number of Points: 60—DOE Approved through 6/30/2014

Instructional Strand: Program Area Specialization Competencies
Component Title: **ESOL: Testing and Evaluation of ESOL Online Course**
Identifier Number: 2-701-523
Number of Points: 60—DOE Approved through 6/30/2014

Instructional Strand: Program Area Specialization Competencies
Component Title: **ESOL: Curriculum and Materials Development Online Course**
Identifier Number: 2-703-524
Number of Points: 60—DOE Approved through 6/30/2014

Instructional Strand: Program Area Specialization Competencies
Component Title: **ESOL Endorsement for Reading Practicum [E-R-T]**
Identifier Number: 2-705-527
Number of Points: 60—DOE Approved through 6/30/2014

Section V-B

Alternative Certification Component Information

FLORIDA'S ALTERNATIVE CERTIFICATION PROGRAM ASSESSMENT SYSTEM

Program Overview

Alternative certification programs in Florida are designed to prepare newly hired teachers who qualify for a Temporary Certificate and who must complete training in education to qualify for a Professional Certificate. Each Florida school district offers a competency-based, on-the-job alternative certification program - either a district-developed program that has been approved by the Florida Department of Education or Florida's Alternative Certification Program.

Developed by the Florida Department of Education with a K-20 collaborative team, Florida's Alternative Certification Program offers professional education preparation via distance learning and face-to-face peer support to beginning teachers with subject area expertise. Florida's Alternative Certification Program includes the following components for implementation by Florida school districts:

- **Survival Training** to ensure an initial period of preparation before the teacher assumes responsibility for the classroom
- **CD-ROM** to train users on features of the web-based learning management system used to deliver the learning activities
- **Support Team** to coordinate and support the professional development of the teacher
 - **Peer Mentor** to offer face-to-face feedback and assistance throughout the learning experience
 - **On-line Tutor** to provide guidance, feedback, and assessment of work products developed through the program's learning activities
 - **Building Level Administrator** to verify successful demonstration of all education competencies
 - **Outside Educator** to offer feedback as a collaborative partner from higher education or a district level supervisor
- **On-line Professional Preparation Learning Activities** to provide in-depth, in-time acquisition of the Florida Educator Accomplished Practices, revised May 7, 2010.
 - Quality of Instruction
 - Knowledge of Subject Matter
 - Continuous Improvement
 - Learning Environment
 - Assessment
 - Technology
 - Communication

- Opportunities for supporting roles by **Collaborative Partners** to assist school district implementation
- **Pre-Assessment** to determine the learning needs of each teacher
- **Individual Action Plan** to outline the structured learning experiences for each teacher
- **On-line Professional Preparation Learning Activities** to provide in-depth, in-time learning experiences for acquisition of professional education competencies
- **Summative Assessment Tasks** to ensure a standards-based method of determining mastery of the professional education competencies
- **Database Tracking System** to document the progress of each teacher in successfully demonstrating the Florida Educator Accomplished Practices
- **Professional Education Test** to demonstrate knowledge of educational pedagogy

Developed to incorporate findings from research literature on effective alternative certification programs, best practices in distance learning, and a legally defensible standards-driven assessment system, Florida's Alternative Certification Program embraces continual quality improvement. Its implementation demonstrates that learning is engaging, meaningful, and on-going. That is an educationally sound message for learners of all ages.

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Professional Development Activity Elements:

The Component Spiral, found in the district shell, illustrates the complete component numbering system, including the difference in PAEC component numbering versus district component numbering. An alphabetical listing of component titles, with component numbers, is included in the Component Spiral. The following details the required elements of a professional development activity.

Participants:

- District-Based Instructional Administrators include any staff member who has broad authority for management, policies and general school district operations related to the instructional program. (Assistant, Associate, or Deputy Superintendents and Directors of major instructional areas such a curriculum, federal programs such as Title I, specialized instructional program areas such as Exceptional Student Education, Career Education, etc.)
- School-Based Instructional Administrators include any staff member who performs management of school wide instructional functions (Principal, Assistant Principal, Teacher on Special Assignment).
- Managers include any staff member working under the general direction of those staff identified as district based instructional administrators (Coordinators, Supervisors, Program Specialist, Resource Specialist, Teacher on Special Assignment).
- Instructional Personnel include any staff member whose function includes the provision of direct instructional services to students (Classroom Teachers, Pupil Personnel Services, Librarians/Media Specialist, Other Instructional School staff).

Purpose: To provide participants with opportunities to obtain or advance knowledge and competencies essential for providing quality education for all students.

Participant Outcome: Upon successful completion of a component, participants will demonstrate increased knowledge and skills by implementing the addressed educator accomplished practice associated with the activity.

Pupil Outcome: Upon successful completion of a component, a student's performance will improve in one area directly related to the professional development activity. The component may be appropriate for, but not limited to, the continuous improvement of educator accomplished practices.

Activity Period--2002-2003 and Subsequent Years:

To receive credit for a component, the district must have electronic copies of the following:

1. Professional Development Activity (PDA) is a description of the activity including the number of contact hours and specific participant and pupil outcomes. One form is required for each activity. The hosting entity is responsible for completing the form in the ePDC and storage of sign-in sheets. For individual activities, such as conferences, workshops, observations, independent study, etc., each participant must provide a copy of the agenda, completion certificate, or other documentation.

2. Voucher is a district form required if reimbursement is requested. The form must be signed by a principal or supervisor and accompanied by documentation.
3. Participant Evaluation is required for all professional development activities. A generic electronic evaluation is available in the ePDC.
4. Component Evaluation is required annually to measure improvements expected in student performance as a result of participation in the in-service activity.
5. Follow-up on in-service component knowledge acquisition is due within 4 months of the completion of activity. Electronic anecdotal exchanges between the participant and provider capture the impact of the professional development activity on student performance. Follow up may include but is not limited to a documents
 - a. Collaborative Planning related to training
 - b. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
 - c. Action Research related to training (should include evidence of implementation)
 - d. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
 - e. Study group participation
 - f. Electronic, interactive
 - g. Electronic, non-interactive

Follow up must be approved by PAEC instructor, contracted professional development provider or district designee and the electronic evaluation completed before participant is eligible for in-service points.

**Program Schedule and Process for the
Alternative Certification Participant**

Time Period	Action	Personnel Responsible
Prior to ACP Admission	Signed contract Holds or is eligible for 3-year temporary certificate	AC Participant District Personnel
Prior to Assuming Responsibility for Classroom	Preliminary Survival Training	District Personnel ACP Participant
Pre-Planning Week 2	Support Team members appointed (building administrator, mentor teacher, outside educator)	Principal/Designee
	Pre-observation conference between building administrator and participant. Participant completes a self-assessment of his/her skills related to the 6 Educator Accomplished Practices (EAPs)	
	Initial Observation of participant's classroom teaching	ACP Participant Support Team
	Team Planning Conference	Support Team
	Meeting between team and participant to review self-assessment, needs assessment results and to develop/write participant's Individual Action Plan. (IAP)	ACP Participant Support Team
Weeks 3-14	Participant begins Ed-Ventures with On-line Tutor	ACP Participant
	At least 4 classroom observations of the participant by the support team as a group. Additional observations are at the discretion of the team. Observations will address the competencies that were not initially demonstrated, as well as continuous demonstration and improvement of the EAPs that were previously demonstrated.	
	Additional assigned Ed-Ventures may be completed	ACP Participant

	After each observation, a team conference is held with the participant to discuss progress in Ed-Venture learning activities; assessment tasks are evaluated	ACP Participant
Weeks 15-16	Based on participant's performance, the IAP is reviewed and modified to emphasize the areas of greatest need, note the areas of progress, and determine if any additional learning activities need to be added at this time	Support Team
Months 5-6	At least one classroom observation by the support team as a group. Additional observations are at the discretion of the team. Observations will continue to address the competencies that have not been successfully demonstrated, as well as continuous demonstration and improvement of the EAPs that were demonstrated previously. After each observation, a team conference is held with the participant to discuss progress. Progress in successful completion of assessment is evaluated.	Support Team ACP Participant
	Additional Ed-Venture learning activities and assessment tasks may be completed during this period	ACP Participant
	One team conference will be held during the final week of this period to discuss progress on revised IAP based on observations. Continuous progress and portfolio development is also evaluated. The IAP is again revised on the participant's progress and needs	Support Team
Months 7-8	At least one classroom observation by the support team as a group. Additional observations are at the discretion of the team. Observations will address the competencies that have not been demonstrated, as well as continuous demonstration and improvement of the EAPs that were demonstrated previously. After each observation, a team conference is held with the participant to discuss overall progress, as well as progress in successful completion of assessment tasks	Support Team ACP Participant

Months 7-8	Additional Ed-Venture learning activities and assessment tasks may be completed during this period	ACP Participant
	Participant registers to take the Professional Education Certification Examination	ACP Participant
	During the last month, a Final Summative Assessment is conducted by the team, based on the ACP Needs Assessment Instrument. The Individual Action Plan is reviewed, along with the participant's progress and successful completion of the assessment tasks. The assessment is designed to ensure the participant has demonstrated comprehensive competency in the EAPs through his/her classroom teaching and the 42 assessment tasks	Support Team ACP Participant

Alternative Certification Program Completion

Successful completion of the alternative certification program is accomplished by the following:

1. Demonstration of comprehensive competency in each of the twelve Florida Educator Accomplished Practices through successful completion of the 42 Assessment Tasks
2. Demonstration of comprehensive competency in each of the twelve Florida Educator Accomplished Practices through successful teaching performance as assessed by the building-level administrator
3. Written verification by the building-level administrator of successful, comprehensive competency demonstration
4. Achievement of a passing score of the Professional Educator Certification Examination

The *Program Schedule and Process for Alternative Certification Participant* has been taken directly from the DOE Alternative Certification Program.

Section V-C

Florida's Certificate Renewal Component Information

Florida Educator Certification Renewal Requirements

If you are employed by a public school district in Florida, request a district application form for certificate renewal from your district office and submit the completed application to your employing school district. The steps below indicate the process in renewing a teaching certificate:

- Six (6) semester hours of college credit or equivalent must be earned during each renewal period to renew your certificate.
- Renewal requirements must be completed during the last validity period of the Professional Certificate and prior to expiration of the Professional Certificate. It is the responsibility of each applicant to obtain current information regarding renewal requirements from the employing school district, nonpublic school, or Bureau of Educator Certification.
- The application form and appropriate fee must be submitted during the last year of the validity period of the certificate and prior to the expiration of the Professional Certificate. However, the renewal application may be submitted after expiration of the Professional Certificate if the following criteria are met:
 - Appropriate renewal requirements are completed prior to expiration of the Professional Certificate, and
 - Renewal application form, application fee, and \$30.00 late fee are submitted to the Bureau of Educator Certification prior to July 1 of the year following expiration of the certificate.
- A grade of at least “C” must be earned in each college course used for renewal. A grade of “pass” or “satisfactory” is an acceptable grade.
- In the event a subject is deleted from the certificate at the request of the certificate holder or due to non-completion of renewal requirements, all requirements which are in effect when an application is submitted to add the subject to the certificate again must be completed.
 - College level credits used for certificate renewal must be completed at an accredited college or university or a non-accredited college or university that has been approved by the Florida

College Credit Equivalency

- Sixty (60) in-service points in an approved Florida master in-service program are equivalent to three (3) semester hours of college credit.
- A passing numerical score on the [Florida subject area test](#) specific to the coverage to be renewed is equivalent to three (3) semester hours of college credit for renewal purposes.
- A valid certificate issued by the [National Board of Professional Teaching Standards](#) will renew the Florida certificate only in the subject(s) shown on the national certificate.
- Teaching a college level course at an acceptable institution may be accepted the same as credit earned for that course.

The following pages reflect the component numbering of elementary, middle and high school professional development activities for each function area. Also indicated are the difference between the district or PAEC component number, the recommended participants for the activity, the purpose of the activity, the participant outcome, the pupil outcome and what documentation is needed to be eligible for the in-service credit upon completion of the activity.

Professional Development Activity Elements:

The Component Spiral, found in the district shell, illustrates the complete component numbering system, including the difference in PAEC component numbering versus district component numbering. An alphabetical listing of component titles, with component numbers, is included in the Component Spiral. The following details the required elements of a professional development activity.

Participants:

- District-Based Instructional Administrators include any staff member who has broad authority for management, policies and general school district operations related to the instructional program. (Assistant, Associate, or Deputy Superintendents and Directors of major instructional areas such a curriculum, federal programs such as Title I, specialized instructional program areas such as Exceptional Student Education, Career Education, etc.)
- School-Based Instructional Administrators include any staff member who performs management of school wide instructional functions (Principal, Assistant Principal, Teacher on Special Assignment).
- Managers include any staff member working under the general direction of those staff identified as district based instructional administrators (Coordinators, Supervisors, Program Specialist, Resource Specialist, Teacher on Special Assignment).
- Instructional Personnel include any staff member whose function includes the provision of direct instructional services to students (Classroom Teachers, Pupil Personnel Services, Librarians/Media Specialist, Other Instructional School staff).

Purpose: To provide participants with opportunities to obtain or advance knowledge and competencies essential for providing quality education for all students.

Participant Outcome: Upon successful completion of a component, participants will demonstrate increased knowledge and skills by implementing the addressed educator accomplished practice associated with the activity.

Pupil Outcome: Upon successful completion of a component, a student's performance will improve in one area directly related to the professional development activity. The component may be appropriate for, but not limited to, the continuous improvement of educator accomplished practices.

Activity Period--2002-2003 and Subsequent Years:

To receive credit for a component, the district must have electronic copies of the following:

1. Professional Development Activity (PDA) is a description of the activity including the number of contact hours and specific participant and pupil outcomes. One form is required for each activity. The hosting entity is responsible for completing the form in the ePDC and storage of sign-in sheets. For individual activities, such as conferences, workshops, observations, independent study, etc., each participant must provide a copy of the agenda, completion certificate, or other documentation.

2. Voucher is a district form required if reimbursement is requested. The form must be signed by a principal or supervisor and accompanied by documentation.
3. Participant Evaluation is required for all professional development activities. A generic electronic evaluation is available in the ePDC.
4. Component Evaluation is required annually to measure improvements expected in student performance as a result of participation in the in-service activity.
5. Follow-up on in-service component knowledge acquisition is due within 4 months of the completion of activity. Electronic anecdotal exchanges between the participant and provider capture the impact of the professional development activity on student performance. Follow up may include but is not limited to a documents
 - a. Collaborative Planning related to training
 - b. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
 - c. Action Research related to training (should include evidence of implementation)
 - d. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
 - e. Study group participation
 - f. Electronic, interactive
 - g. Electronic, non-interactive

Follow up must be approved by PAEC instructor, contracted professional development provider or district designee and the electronic evaluation completed before participant is eligible for in-service points.

Professional Development Alternatives (PDA)

Section I

RATIONALE FOR THE PROGRAM

The Professional Development Alternatives (PDA) project is designed to provide a comprehensive professional development opportunity for individuals working with students with disabilities. Modeled after other online training initiatives of the Department of Education, PDA-ESE utilizes online training modules, in conjunction with a local coordinator and module facilitator as well as other possible delivery options, to provide quality staff development centered on the new ESE competencies established in July, 2002. With the demand for certified ESE teachers on the rise, an alternative to assist districts and educators in securing quality and trained personnel is needed.

Individuals who will potentially benefit from this program include:

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

Professional Development Alternatives Modules and Component Numbers

Module	Component Number	# Pts
Foundations of ESE	1-103-001	60
Assessment and Evaluation	4-102-001	60
Instructional Practices	2-100-001	60
Positive Behavior Supports	5-101-001	60
Language Development and Communication	2-100-002	60
Interpersonal Interactions and Participation	2-100-003	30
Transition	1-103-002	60
Differentiating Reading Instruction for Students: Making It Explicit *(for Reading Endorsement)	2-100-523 1-013-504	60
Introduction to Differentiating Instruction: Academic Intervention for Exceptional Students	2-100-500	12
Differentiating Science Instruction for All Students	2-015-500	30
Differentiating Math Instruction for All Students	2-009-500	30

Section V-D

Other Professional Certificate/ License Renewal Component Information

Overview: In order to address the needs of the total child, many professionals, in addition to teachers, work within the educational setting. Health care professionals provide vision and hearing screenings. Health care support staff members distribute prescription medicines, take temperatures and pamper “tummy aches”. Mental health providers address social and emotional needs of students. Certified behavior analysts observe, collect data and offer intervention strategies to help improve interactions in the classroom. Speech and language therapists assist to improve communication skills while Occupational and Physical therapists offer fine and gross motor instruction.

The components in this section of the Master In-service Plan address item number 15 in the DOE Education Information and Accountability Services/Educational Data Systems.

When the primary purpose, (50% or more), of participating in a professional development activity is for other professional certificate or license renewal, components in this section should be used. These components apply to degreed participants only. Non-degreed participants should utilize components in Section V-E.

The PAEC Component Spiral, found in the district shell, illustrates the complete component numbering system, including the difference in PAEC component numbering verses district component numbering. An alphabetical listing of component titles, with component numbers, is included in the Component Spiral. The following details the required elements of a professional development activity.

Professional Development Activity Elements

Participants:

- District-Based Instructional Administrators include any staff member who has broad authority for management, policies and general school district operations related to the instructional program. (Assistant, Associate, or Deputy Superintendents and Directors of major instructional areas such a curriculum, federal programs such as Title I, specialized instructional program areas such as Exceptional Student Education, Career Education, etc.)
- School-Based Instructional Administrators include any staff member who performs management of school wide instructional functions (Principal, Assistant Principal, Teacher on Special Assignment).
- Managers include any staff member working under the general direction of those staff identified as district based instructional administrators (Coordinators, Supervisors, Program Specialist, Resource Specialist, Teacher on Special Assignment, Health Care Professional, Mental Health Provider, Certified Behavior Analysts, Speech and Language Therapists, Occupational and Physical Therapists).
- Instructional Personnel include any staff member whose function includes the provision of direct instructional services to students (Classroom Teachers, Pupil Personnel Services, Librarians/Media Specialist, Other Instructional School staff).

Purpose: To provide participants with opportunities to obtain or advance knowledge and competencies essential for providing quality education for all students.

Participant Outcome: Upon successful completion of a component, participants will demonstrate increased knowledge and skills by implementing the addressed educator accomplished practice associated with the activity.

Pupil Outcome: Upon successful completion of a component, a student's performance will improve in one area directly related to the professional development activity. The component may be appropriate for, but not limited to, the continuous improvement of educator accomplished practices.

Activity Period--2002-2003 and Subsequent Years:

To receive credit for a component, the district must have electronic copies of the following:

1. Professional Development Activity (PDA) is a description of the activity including the number of contact hours and specific participant and pupil outcomes. One form is required for each activity. The hosting entity is responsible for completing the form in the ePDC and storage of sign-in sheets. For individual activities, such as conferences, workshops, observations, independent study, etc., each participant must provide a copy of the agenda, completion certificate, or other documentation.
2. Voucher is a district form required if reimbursement is requested. The form must be signed by a principal or supervisor and accompanied by documentation.
3. Participant Evaluation is required for all professional development activities. A generic electronic evaluation is available in the ePDC.
4. Component Evaluation is required annually to measure improvements expected in student performance as a result of participation in the in-service activity.
5. Follow-up on in-service component knowledge acquisition is due within 4 months of the completion of activity. Electronic anecdotal exchanges between the participant and provider capture the impact of the professional development activity on student performance. Follow up may include but is not limited to a documents
 - a. Collaborative Planning related to training
 - b. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
 - c. Action Research related to training (should include evidence of implementation)
 - d. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
 - e. Study group participation
 - f. Electronic, interactive
 - g. Electronic, non-interactive

Follow up must be approved by PAEC instructor, contracted professional development provider or district designee and the electronic evaluation completed before participant is eligible for in-service points.

Section V-E

Professional Skill Building Component Information

Overview

Professional development activities for this category should include all Non-Certified personnel. Certified personnel may be included under this category only if none of the other strands (*Sections V-A through V-D*) are appropriate.

Professional Development Activity Elements

The Component Spiral, found in the district shell, illustrates the complete component numbering system, including the difference in PAEC component numbering versus district component numbering. An alphabetical listing of component titles, with component numbers, is included in the Component Spiral. The following details the required elements of a professional development activity.

Participants:

- District-Based Instructional Administrators include any staff member who has broad authority for management, policies and general school district operations related to the instructional program. (Assistant, Associate, or Deputy Superintendents and Directors of major instructional areas such as curriculum, federal programs such as Title I, specialized instructional program areas such as Exceptional Student Education, Career Education, etc.)
- School-Based Instructional Administrators include any staff member who performs management of school wide instructional functions (Principal, Assistant Principal, Teacher on Special Assignment).
- Managers include any staff member working under the general direction of those staff identified as district based instructional administrators (Coordinators, Supervisors, Program Specialist, Resource Specialist, Teacher on Special Assignment).
- Instructional Personnel include any staff member whose function includes the provision of direct instructional services to students (Classroom Teachers, Pupil Personnel Services, Librarians/Media Specialist, Other Instructional School staff).

Purpose: To provide participants with opportunities to obtain or advance knowledge and competencies essential for providing quality education for all students.

Participant Outcome: Upon successful completion of a component, participants will demonstrate increased knowledge and skills by implementing the addressed educator accomplished practice associated with the activity.

Pupil Outcome: Upon successful completion of a component, a student's performance will improve in one area directly related to the professional development activity. The component may be appropriate for, but not limited to, the continuous improvement of educator accomplished practices.

Activity Period—2002-2003 and Subsequent Years:

To receive credit for a component, the district must have electronic copies of the following:

1. Professional Development Activity (PDA) is a description of the activity including the number of contact hours and specific participant and pupil outcomes. One form is required for each activity. The hosting entity is responsible for completing the form in the ePDC and storage of sign-in sheets. For individual activities, such as conferences, workshops, observations, independent study, etc., each participant must provide a copy of the agenda, completion certificate, or other documentation.
2. Voucher is a district form required if reimbursement is requested. The form must be signed by a principal or supervisor and accompanied by documentation.
3. Participant Evaluation is required for all professional development activities. A generic electronic evaluation is available in the ePDC.
4. Component Evaluation is required annually to measure improvements expected in student performance as a result of participation in the in-service activity.
5. Follow-up on in-service component knowledge acquisition is due within 4 months of the completion of activity. Electronic anecdotal exchanges between the participant and provider capture the impact of the professional development activity on student performance. Follow up may include but is not limited to a documents
 - a. Collaborative Planning related to training
 - b. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
 - c. Action Research related to training (should include evidence of implementation)
 - d. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
 - e. Study group participation
 - f. Electronic, interactive
 - g. Electronic, non-interactive

Follow up must be approved by PAEC instructor, contracted professional development provider or district designee and the electronic evaluation completed before participant is eligible for in-service points.

Section V-F

W. Cecil Golden Professional Development Program
for School Leaders
Component Information

Overview

Florida's public schools require high-performing instructional leaders that possess and utilize the competencies and skills necessary to lead the improvement of student achievement. The W. Cecil Golden Professional Development Program for School Leaders consists of several distinct components that are integrated with Florida's Continuous Improvement Model that focuses on student achievement. Components of the program address the needs of emerging school leaders engaged in formal educational leadership programs, approved district principal preparation programs (PDF) and district professional development programs for current school leaders. Certified personnel for this primary purpose should include teacher leaders, assistant principals, teachers on special assignment and school principals at the entry level.

Professional Development Activity Elements

The Component Spiral, found in the district shell, illustrates the complete component numbering system, including the difference in PAEC component numbering versus district component numbering. An alphabetical listing of component titles, with component numbers, is included in the Component Spiral. The following details the required elements of a professional development activity.

Participants:

- District-Based Instructional Administrators include any staff member who has broad authority for management, policies and general school district operations related to the instructional program. (Assistant, Associate, or Deputy Superintendents and Directors of major instructional areas such as curriculum, federal programs such as Title I, specialized instructional program areas such as Exceptional Student Education, Career Education, etc.)
- School-Based Instructional Administrators include any staff member who performs management of school wide instructional functions (Principal, Assistant Principal, Teacher on Special Assignment).
- Managers include any staff member working under the general direction of those staff identified as district based instructional administrators (Coordinators, Supervisors, Program Specialist, Resource Specialist, Teacher on Special Assignment).
- Instructional Personnel include any staff member whose function includes the provision of direct instructional services to students (Classroom Teachers, Pupil Personnel Services, Librarians/Media Specialist, Other Instructional School staff).

Purpose: To provide participants with opportunities to obtain or advance knowledge and competencies essential for providing quality education for all students.

Participant Outcome: Upon successful completion of a component, participants will demonstrate increased knowledge and skills by implementing the addressed educator accomplished practice associated with the activity.

Pupil Outcome: Upon successful completion of a component, a student's performance will improve in one area directly related to the professional development activity. The component may be appropriate for, but not limited to, the continuous improvement of educator accomplished practices.

Activity Period--2002-2003 and Subsequent Years:

To receive credit for a component, the district must have electronic copies of the following:

6. Professional Development Activity (PDA) is a description of the activity including the number of contact hours and specific participant and pupil outcomes. One form is required for each activity. The hosting entity is responsible for completing the form in the ePDC and storage of sign-in sheets. For individual activities, such as conferences, workshops, observations, independent study, etc., each participant must provide a copy of the agenda, completion certificate, or other documentation.
7. Voucher is a district form required if reimbursement is requested. The form must be signed by a principal or supervisor and accompanied by documentation.
8. Participant Evaluation is required for all professional development activities. A generic electronic evaluation is available in the ePDC.
9. Component Evaluation is required annually to measure improvements expected in student performance as a result of participation in the in-service activity.
10. Follow-up on in-service component knowledge acquisition is due within 4 months of the completion of activity. Electronic anecdotal exchanges between the participant and provider capture the impact of the professional development activity on student performance. Follow up may include but is not limited to a documents
 - a. Collaborative Planning related to training
 - b. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
 - c. Action Research related to training (should include evidence of implementation)
 - d. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
 - e. Study group participation
 - f. Electronic, interactive
 - g. Electronic, non-interactive

Follow up must be approved by PAEC instructor, contracted professional development provider or district designee and the electronic evaluation completed before participant is eligible for in-service points.

Section V-G

Approved District Leadership Development Program **Component Information**

Overview

Florida's public schools require high-performing instructional leaders that possess and utilize the competencies and skills necessary to lead the improvement of student achievement. The Approved District Leadership Development Program consists of professional development offerings not provided through the W. Cecil Golden Professional Development Program for School Leaders. The certified personnel for this primary purpose should include teacher leaders, assistant principals, teachers on special assignment and school principals at the entry level.

Professional Development Activity Elements

The Component Spiral, found in the district shell, illustrates the complete component numbering system, including the difference in PAEC component numbering versus district component numbering. An alphabetical listing of component titles, with component numbers, is included in the Component Spiral. The following details the required elements of a professional development activity.

Participants:

- District-Based Instructional Administrators include any staff member who has broad authority for management, policies and general school district operations related to the instructional program. (Assistant, Associate, or Deputy Superintendents and Directors of major instructional areas such as curriculum, federal programs such as Title I, specialized instructional program areas such as Exceptional Student Education, Career Education, etc.)
- School-Based Instructional Administrators include any staff member who performs management of school wide instructional functions (Principal, Assistant Principal, Teacher on Special Assignment).
- Managers include any staff member working under the general direction of those staff identified as district based instructional administrators (Coordinators, Supervisors, Program Specialist, Resource Specialist, Teacher on Special Assignment).
- Instructional Personnel include any staff member whose function includes the provision of direct instructional services to students (Classroom Teachers, Pupil Personnel Services, Librarians/Media Specialist, Other Instructional School staff).

Purpose: To provide participants with opportunities to obtain or advance knowledge and competencies essential for providing quality education for all students.

Participant Outcome: Upon successful completion of a component, participants will demonstrate increased knowledge and skills by implementing the addressed educator accomplished practice associated with the activity.

Pupil Outcome: Upon successful completion of a component, a student's performance will improve in one area directly related to the professional development activity. The

component may be appropriate for, but not limited to, the continuous improvement of educator accomplished practices.

Activity Period–2002-2003 and Subsequent Years:

To receive credit for a component, the district must have electronic copies of the following:

11. Professional Development Activity (PDA) is a description of the activity including the number of contact hours and specific participant and pupil outcomes. One form is required for each activity. The hosting entity is responsible for completing the form in the ePDC and storage of sign-in sheets. For individual activities, such as conferences, workshops, observations, independent study, etc., each participant must provide a copy of the agenda, completion certificate, or other documentation.
12. Voucher is a district form required if reimbursement is requested. The form must be signed by a principal or supervisor and accompanied by documentation.
13. Participant Evaluation is required for all professional development activities. A generic electronic evaluation is available in the ePDC.
14. Component Evaluation is required annually to measure improvements expected in student performance as a result of participation in the in-service activity.
15. Follow-up on in-service component knowledge acquisition is due within 4 months of the completion of activity. Electronic anecdotal exchanges between the participant and provider capture the impact of the professional development activity on student performance. Follow up may include but is not limited to a documents
 - a. Collaborative Planning related to training
 - b. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
 - c. Action Research related to training (should include evidence of implementation)
 - d. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
 - e. Study group participation
 - f. Electronic, interactive
 - g. Electronic, non-interactive

Follow up must be approved by PAEC instructor, contracted professional development provider or district designee and the electronic evaluation completed before participant is eligible for in-service points.

DOE INFORMATION DATABASE

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME II: AUTOMATED STAFF INFORMATION SYSTEM
AUTOMATED STAFF DATA ELEMENTS**

Implementation Date: Fiscal Year 1993-94 July 1, 1993
--

Element Name: Professional Development, Component Number	
Definition/Domain	
<p>A seven-digit code which identifies each component from the district Master Professional Development Plan.</p> <p>See Appendix D: Professional Development Component Number.</p>	
Length: 7	State Reporting Formats Requiring This Data Element: Professional Development DB9 36x
Format: Numeric	
Compatibility Requirement: State Standard	
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability	
Data Element Number: 215238	
Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	
Revised:	Volume II Effective: 7/10 Page Number: 49-2


**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME II: AUTOMATED STAFF INFORMATION SYSTEM
AUTOMATED STAFF DATA ELEMENTS**

Implementation Date: Fiscal Year 2002-03 July 1, 2002
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Element Name: Professional Development, Learning Method		➔ **RENAMED**														
Definition/Domain																
<p>A one-character code to describe the primary means (50 percent or more) of instructional delivery of the professional development component knowledge.</p> <table border="0"> <thead> <tr> <th align="left"><u>CODE</u></th> <th align="left"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Workshop</td> </tr> <tr> <td>B</td> <td>Electronic, Interactive</td> </tr> <tr> <td>C</td> <td>Electronic, Non-Interactive</td> </tr> <tr> <td>➔ D</td> <td>➔ Learning Community/Lesson Study Group</td> </tr> <tr> <td>➔ F</td> <td>Independent Inquiry (Includes, for example, Action Research)</td> </tr> <tr> <td>➔ G</td> <td>Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives.)</td> </tr> </tbody> </table>			<u>CODE</u>	<u>DEFINITION</u>	A	Workshop	B	Electronic, Interactive	C	Electronic, Non-Interactive	➔ D	➔ Learning Community/Lesson Study Group	➔ F	Independent Inquiry (Includes, for example, Action Research)	➔ G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives.)
<u>CODE</u>	<u>DEFINITION</u>															
A	Workshop															
B	Electronic, Interactive															
C	Electronic, Non-Interactive															
➔ D	➔ Learning Community/Lesson Study Group															
➔ F	Independent Inquiry (Includes, for example, Action Research)															
➔ G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives.)															
Length:	1	State Reporting Formats Requiring This Data Element:														
Format:	Alphabetic															
Compatibility Requirement:	Compatible															
Use Types:	<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability															
Data Element Number:	215243															
		Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5														
Revised: 7/10	Volume II	Effective: 7/10 Page Number: 49-10														

**FLORIDA DEPARTMENT OF EDUCATION
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AUTOMATED STAFF DATA ELEMENTS**

Implementation Date: Fiscal Year 2010-11 July 1, 2010
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Element Name: Professional Development, Evaluation Method, Staff  ****NEW ELEMENT****

Definition/Domain

A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development.

<u>CODE</u>	<u>DEFINITION</u>
A	Changes in classroom practices
B	Changes in instructional leadership practices
C	Changes in student services practices
D	Other changes in practices
Z	Did not evaluate staff outcomes

Length: 1	State Reporting Formats Requiring This Data Element: Professional Development DB9 36x
Format: Alphabetic	
Compatibility Requirement: Compatible	
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability	
Data Element Number: 215246	
Revised:	Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
Volume II Effective: 7/10 Page Number: 49-15	

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Implementation Date: Fiscal Year 2005-06 July 1, 2005
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Element Name: Professional Development, Evaluation Method, Student ➡ ****RENAMED****

Definition/Domain


A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development.

<u>CODE</u>	<u>DEFINITION</u>
A	Results of district-developed/standardized student test
B ➡	Results of school/teacher-constructed student test
C	Portfolios of student work
➡ D ➡	Observation of student performance
➡ F	Other performance assessment
➡ G	Did not evaluate student outcomes


Length: 1	State Reporting Formats Requiring This Data Element: Professional Development DB9 36x	
Format: Alphabetic		
Compatibility Requirement: Compatible		
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability		
Data Element Number: 215248		
Revised: 7/10	Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	
Volume II	Effective: 7/10	Page Number: 49-20




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Implementation Date: Fiscal Year 2002-03 July 1, 2002
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Element Name: Professional Development, Implementation Method  ****RENAMED****

Definition/Domain




 A one-character code to describe the primary means (50 percent or more) prescribed to monitor implementation of the professional development component knowledge acquisition.

<u>CODE</u>	<u>DEFINITION</u>
M	Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
N 	Independent Learning/Action Research related to training (should include evidence of implementation)
O 	Collaborative Planning related to training, includes Learning Community
P	Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
Q 	Lesson Study group participation
R	Electronic - interactive
S	Electronic - non-interactive

Length: 1	State Reporting Formats Requiring This Data Element: Professional Development DB9 36x
Format: Alphabetic	
Compatibility Requirement: Compatible	
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability	
Data Element Number: 215253	
Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	

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Implementation Date: Fiscal Year 2002-03 July 1, 2002

Element Name: Professional Development, Primary Purpose																	
Definition/Domain																	
<p>A one-character code to describe the primary purpose (50 percent or more) of the professional development.</p> <table border="0"> <thead> <tr> <th align="left"><u>CODE</u></th> <th align="left"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>A*</td> <td>Add-on Endorsement</td> </tr> <tr> <td>B </td> <td>Alternative Certification</td> </tr> <tr> <td>C</td> <td>Florida Educators Certificate Renewal</td> </tr> <tr> <td>D</td> <td>Other Professional Certificate/License Renewal</td> </tr> <tr> <td>E**</td> <td>Professional Skill Building</td> </tr> <tr> <td>F***</td> <td>W. Cecil Golden Professional Development Program for School Leaders</td> </tr> <tr> <td>G****</td> <td>Approved District Leadership Development Program</td> </tr> </tbody> </table> <p>*Note: An out-of-field teacher for whom the most critical and primary purpose of the inservice is "add-on" endorsement.</p> <p>**Note: All Non-Certified 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. <i>S.B.E. 6A-5.081(2)(d)1</i></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. <i>S.B.E. 6A-5.081(2)(d)1</i></p>		<u>CODE</u>	<u>DEFINITION</u>	A*	Add-on Endorsement	B 	Alternative Certification	C	Florida Educators Certificate Renewal	D	Other Professional Certificate/License Renewal	E**	Professional Skill Building	F***	W. Cecil Golden Professional Development Program for School Leaders	G****	Approved District Leadership Development Program
<u>CODE</u>	<u>DEFINITION</u>																
A*	Add-on Endorsement																
B 	Alternative Certification																
C	Florida Educators Certificate Renewal																
D	Other Professional Certificate/License Renewal																
E**	Professional Skill Building																
F***	W. Cecil Golden Professional Development Program for School Leaders																
G****	Approved District Leadership Development Program																
Length: 1	State Reporting Formats Requiring This Data Element: Professional Development DB9 36x																
Format: Alphabetic																	
Compatibility Requirement: Compatible																	
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability																	
Data Element Number: 215263																	
Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5																	
Revised: 7/10	Volume II	Effective: 7/10	Page Number: 49-50														

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Implementation Date: Fiscal Year 1992-93 July 1, 1992
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APPENDIX D

PROFESSIONAL DEVELOPMENT COMPONENT NUMBER

The component number is a unique seven-digit number assigned by the district to each individual component and should remain the same during the life of the component. It is composed of the following codes:

POSITION 1: FUNCTION - A one-digit code which identifies the function which is the principal focus of the component (s 1012.98(4)(b)3., F.S.)

- 1 Subject Content
- 2 Instructional Methodology
- 3 Technology
- 4 Assessment and Data Analysis
- 5 Classroom Management
- 6 School Safety/Safe Learning Environment
- 7 Management/Leadership/Planning
- 8 General Support

POSITIONS 2-4: FOCUS AREA - A three-digit code which identifies the principal subject area upon which the component focuses.

INSTRUCTION: Components which focus on activities which deal directly with the teaching of pupils or with pupil-teacher interaction.

BASIC PROGRAMS: Basic programs include those instructional programs in grades PK-12 which are not part of the district or agency program in Exceptional Student Education, English Language Learners, Vocational Education or Adult/Community Education.

- 000 Art
- 002 Career Education
- 003 Computer Science/Technology Education
- 004 Foreign Languages
- 005 Health/Nutrition
- 006 Humanities
- 007 Integrated Curriculum
- 008 Language Arts
- 009 Mathematics
- 010 Music
- 011 Physical Education
- 012 Prekindergarten
- 013 Reading
- 014 Safety/Driver Education
- 015 Science
- 016 Social Studies
- 017 Writing

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Implementation Date: Fiscal Year 1992-93 July 1, 1992
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APPENDIX D (Continued)

PROFESSIONAL DEVELOPMENT COMPONENT NUMBER (Continued)

EXCEPTIONAL STUDENT EDUCATION PROGRAMS: Exceptional student Education programs include programs for students with disabilities and students identified as gifted. Component activities are designed to increase the competencies of the participants in generating improved learning environments and improved student outcomes for exceptional students.

- 100 Instructional Strategies
- 101 Classroom Management
- 102 Assessment
- 103 Procedural/Legal Requirements
- 104 Working With Aides, Volunteers, Mentors
- 105 Curriculum

VOCATIONAL EDUCATION PROGRAMS: Vocational education programs are those instruction programs which are provided in order to enable persons to develop an occupational proficiency or to expose them to the world of work.

- 200 Agribusiness and Natural Resource Education
- 201 Business Technology Education
- 202 Diversified Education
- 203 Family and Consumer Sciences
- 204 Health Science Education
- 205 Industrial Education
- 206 Marketing Education
- 207 Middle School Exploratory Vocational Wheel
- 208 Public Service Occupations Education
- 209 Technology Education
- 210 Vocational Education Instructional Support Services
- 211 Vocational/Technical Education, Unclassified

ADULT/COMMUNITY EDUCATION PROGRAMS: Adult education programs include adult basic and high school programs for adult students, which provide instruction in the basic skills of reading, writing or arithmetic in grades 1-8 or which provide instruction at the high school level or which prepare the student to take the GED Tests. Adult education programs also include community service, noncredit courses of an educational nature.

- 300 Adult Basic Education (ABE)
- 301 Adult Education, Unclassified
- 302 Adult English for Speakers of Other Languages (ESOL)
- 303 Adult General Education for Adults with Disabilities
- 304 Citizenship
- 305 General Education – Promotion (Adult High School)
- 306 General Education Development (GED) Preparatory
- 307 Vocational Preparatory Instruction
- 308 Workspace Readiness Skills

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Implementation Date: Fiscal Year 1992-93 July 1, 1992
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APPENDIX D (Continued)

PROFESSIONAL DEVELOPMENT COMPONENT NUMBER (Continued)

STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES: Components which do not focus on any one basic program, but increase the competencies of the participants in generating improved learning environments. They include instructional support services (media, volunteers, multicultural education, organizational supports), student support services (social, counseling, psychological and health), and intervention and prevention programs.

- 400 Academic Interventions
- 401 Assessment/Student Appraisal
- 402 Attendance
- 403 Behavioral Interventions (e.g., crisis, abuse, social skills)
- 404 Classroom Management and Organization/Learning Environments
- 405 Dropout Retrieval
- 406 Human Relations/Communication Skills
- 407 Instructional Media Services
- 408 Instructional Strategies
- 409 Instructional Support Services, Unclassified
- 410 Laws, Rules, Policies, Procedures
- 411 Learning Styles, Student Differences
- 412 Multicultural Education
- 413 Parent involvement, Parent Support
- 414 Physical and Mental Health Issues
- 415 Problem-Solving Teams
- 416 Professional Standards and Ethics
- 417 Program Administration, Evaluation, Accountability
- 418 Scholarships, Financial Aid, Education Transitions
- 419 Section 504/Americans with Disabilities Act
- 420 Service Coordination, Collaboration, Integration
- 421 Student Motivation
- 422 Students Records
- 423 Supplemental Academic Instruction
- 424 Working With Volunteers, Aides and Mentors

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME II: AUTOMATED STAFF INFORMATION SYSTEM
AUTOMATED STAFF DATA ELEMENTS**

Implementation Date: Fiscal Year 1992-93 July 1, 1992
--

APPENDIX D (Continued)

PROFESSIONAL DEVELOPMENT COMPONENT NUMBER (Continued)

GENERAL SUPPORT: Components which focus on activities or services connected with establishing policy and the management of the school system or of individual schools or with the provision of facilities and services to staff. Central services include the activities of planning, research, evaluation, statistical analysis and data processing.

- 500 Board of Education
- 501 Central Services – Planning/Program Evaluation/Continuous Improvement
- 502 District-Level Management
- 503 Diversity/Ethics
- 504 Fiscal Services
- 505 Food Services
- 506 General Support Services, Unclassified
- 507 Leadership Skills/Communication/Critical Thinking
- 508 Management Information Services
- 509 Office/Clerical Services
- 510 Plant Operation and Maintenance
- 511 Safety/Security
- 512 School Improvement
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services

COMMUNITY SERVICES: Components which focus on activities which do not relate directly to the education of pupils in the school system but pertain to services provided to the community such as recreation and day care programs, civic activities or library services.

- 600 Community Services, Unclassified
- 601 Lay Advisory Councils
- 602 Parent Education

ENGLISH LANGUAGE LEARNERS: Professional development activities related to the teaching and learning of English Language Learners (ELL).

- 700 Instructional strategies for ELL students
- 701 Understanding and implementation of assessment of ELL students
- 702 Understanding and implementation of English language proficiency (ELP) standards and academic content standards for ELL students
- 703 Alignment of the curriculum in language instruction educational programs to ELP standards
- 704 Subject matter knowledge for teachers
- 705 Other

POSITIONS 5-7: SEQUENTIAL NUMBER - A three-digit code which assigns a sequential number (001-999) to each component with the same function and focus area.

Section VI.

Forms

Directions: Please indicate your level of agreement with the statements below.

5-Strongly Agree 4-Agree 3-Undecided 2-Disagree 1-Strongly Disagree

The Professional Development Activity:		5	4	3	2	1
1.	Was engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Related directly to student achievement needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Fulfilled requirements of my individual professional development plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Assisted with continuous improvement of my professional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Aligned to school/district/state educational priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Modeled best practices/instructional approaches to help me improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Increased my knowledge/understanding of how to provide school environments and instruction responsive to the developmental needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Provided information that can be used to provide school environments and instruction responsive to the needs of culturally diverse students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Provided follow-up to ensure successful implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note: Although it is most likely that you will not experience any problems responding to this form, it will not work with every browser in existence. If you experience any difficulties, you may email your response to this form to: paec@paec.org.

Individual Professional Development Plan e-Tool

Panhandle Area Educational Consortium

Warning: You must update a section or click the Save Data button at least once every 45 minutes or the system will log you out and lose your entered data. It is recommended that you create your entries in a text document, and copy/paste into the IPDP form.

**Minutes until
Automatic
TimeOut: 43**

Prior Year

Next Year

The Individual Professional Development Plan has been developed in alignment with FS 1012.98.

Teacher: Jane Doe

District: XXXXXXXXXXXXX

School: XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Year: XX/XX

Instructions for Completion

As you complete your individual professional development plan it is important to keep the following in mind:

- Priority should be given to student performance needs identified through teacher review of disaggregated student achievement data.
- Teachers of students in grades 3-10 must include FCAT scores in establishing goals and objectives; others use district and school assessment scores.
- Professional development activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards, assessment and data analysis, classroom management, parent involvement, and school safety.
- **Complete only those boxes or blanks that are pertinent to your IPDP.**

Initial Review:

Interim Review:

Principal's Initial Signature must be recorded before proceeding to

Interim Review

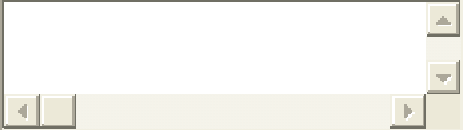
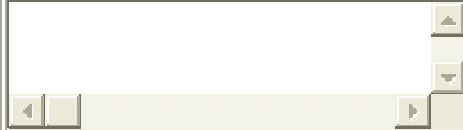
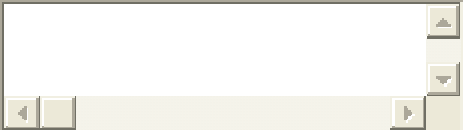
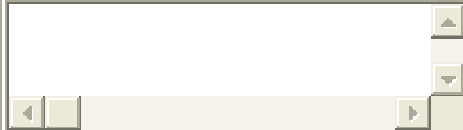
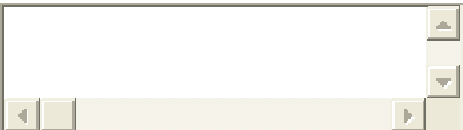
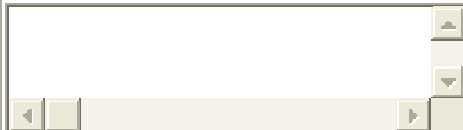
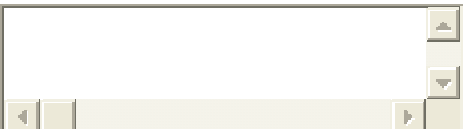
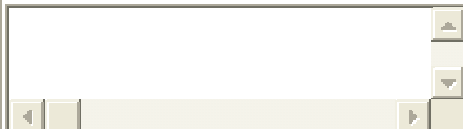
Final Review:

Principal's Interim Signature must be recorded before proceeding to Final Review

Comments

- 1. What data are you using to establish your professional development plan for the current academic year? Examine the disaggregated data of the students you teach to identify student performance skills that require targeting.**

Summarize the classroom-level reports of this disaggregated student achievement data by content area and skills. For teachers of students who do not participate in the FCAT assessment program, alternate assessment data may be considered as appropriate.

Content Area(s)/ Last Update	Source(s) of Data (FCAT, FAIR, Gates MacGinitie, Portfolio, District Assessment, Teacher Constructed Assessment, etc.)	Summary of Data and Identification of Student Skills that Require Targeting
Writing		
Reading		
Math		
Science		

2. Student Performance Goals, Objectives and Plan for Professional Development to Impact Student Performance

The number of goals may vary, but a minimum of two is required.

Note: Goals are general statements of intent that are of a long-term nature, and for development of your Individual Professional Development Plan (IPDP), should relate to student achievement. It is not necessary to state goals in measurable terms, but they must be stated in student performance terms. For example: "Sixth grade students will increase their comprehension skills."

Objectives are statements that are measurable, and for IPDP development purposes, should be written to address a specific student performance issue. The objectives should have the following qualities: specific, measurable, attainable, realistic, and time bound (SMART).

Student Performance Goal #
Objective(s) Related to Achievement of Student Performance Goal. The questions that follow guide SMART objective development.
Objective(s) Related to Achieving Goal
What are my personal professional practices that need to be enhanced to help me more effectively address the identified student performance problems?
What professional development activities will be completed and what is the timeline?
How will I implement these activities with students?
What are the expectations for student performance?
Source(s) of Measurement Data (FCAT, FAIR, Gates MacGinitie, Portfolio, District Assessment, Teacher constructed assessment, SAT 10, SAT, ACT, AP, etc.) How will I assess student achievement?
Percent of Students Achieving Goal Summarize the student performance results related to this goal.

3. Did you consider any national, state, district, or school wide initiatives as you developed your IPDP?

If the answer is yes, what are they? Provide a short description of the initiatives.

The number of initiatives addressed may vary:

National, State, District, or School-Wide Initiative
Description of Initiative

4. **Did your goals address any component(s) of the school improvement plan?**
If the answer is yes, please list the components that apply. The number addressed may vary.

School Improvement Component
Description of School Improvement Component

5. **When does your current certificate expire? Year:** (yy)
List your specific recertification needs.

6. **Do you have plans to participate in a professional learning community or carry out an action research project during this academic year?**

Yes No

If the answer is yes please describe the plan(s) for those activities.

7. **Do you plan to work on professional development activities during this year that are not described elsewhere? Examples may be an advanced degree, national board certification, leadership activities, endorsement programs, additional certificate coverages, etc.**

Yes No

If the answer is yes please describe the plan(s) for those activities.

**Comprehensive Staff Development Plan
2007 Florida Statute 1011.67 (2)
Funds for Instructional Materials**

District Name: _____
District Number: _____
Superintendent: _____

Pursuant to requirement set forth in F.S. 1011.67(2), the following steps will be implemented, on an annual basis, for the purpose of compliance with statute requirements:

- 1) Procurement of “fidelity of implementation of instructional materials” guidelines from textbook publishers and providers of all instructional materials which will be used by teachers for the entire school year. In the event publishers and/or materials providers fail to provide such guidelines upon request, the district shall document request and maintain on file.
- 2) Replication of full text of F.S. 1011.67 in quantities sufficient for all instructional staff
- 3) Distribution of fidelity guidelines and statute copies to all faculty members no later than one month following the first teachers’ work-days of each new school year.
- 4) Acquisition of signatures of all teachers verifying the receipt of the copy of the referenced statute and guidelines, as appropriate, for subject area and instructional materials usage.
- 5) Maintenance of signatures for the full school with additional signatures added to the list in the event of new hires after first month of teachers’ work year.
- 6) Confirmation, by the principal, to the superintendent, that his/her school is in compliance with professional development requirements of F.S. 1011.67.
- 7) Certification, by the superintendent, to the Department of Education, of the district’s compliance described above.

I certify that our district understands our responsibility to adhere to F.S. 1011.67 and that we have a comprehensive staff development plan that supports the fidelity of implementation of instructional materials. I further verify that training was provided so that materials are implemented as designed.

Superintendent Signature

Date

**FLORIDA DEPARTMENT OF EDUCATION
INSERVICE TEACHER EDUCATION
TRANSFER RECORD**

This is to verify that _____ (Name) _____ (SSN)

_____ (Department of Education Certification Number) has earned the following inservice points between _____ and _____. Current Certification Validity Period: _____

RECORD OF COMPONENTS TRANSFERRED

INSTRUCTIONS: List individual components transferred. Indicate component number, title, applicable area of certification, number of points that apply as "subject area" or "generic."

Component Number	Component Title	Area of Certification	Subject Area Points	Generic Points

Total Points: _____

The signer of this form verifies that all inservice points listed herein were earned:

1. During the time the district had an approved Master Inservice Plan.
2. Within the last period for validity of the individual's certificate.
3. While the individual was an employee of this district.

NAME OF DISTRICT: _____

PRINT NAME OF DISTRICT SUPERINTENDENT
OR AUTHORIZED REPRESENTATIVE

SIGNATURE OF SUPERINTENDENT
OR AUTHORIZED REPRESENTATIVE

DATE

Additional information: Please provide the following, if applicable.

Clinical Educator Training

Component Number	Component Title	Training Dates	Points

ESOL Training

Component Number	Component Title	Training Dates*	Points

Reading Training

Component Number	Component Title	Training Dates*	Points

*If ESOL or Reading points were banked, list date and number banked.

MASTER INSERVICE PLAN
APPROVAL VERIFICATION

Person Responsible for District Inservice Plan

District Professional Development Director

VERIFICATION

This verifies that the revisions to the 2007-2012 Master In-service Plan were approved by the _____ County School Board on _____, 20__.

Superintendent of Schools School Board Chairman

Endorsement Forms

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT
APPLICATION FORM (Form A)**

NAME _____ SSN _____

SCHOOL _____ DISTRICT _____

_____ I am planning to add Athletic Coaching/Sports Medicine to my current Florida teaching certificate. I understand that I will need to complete the three courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I must earn the full 60 points available for each course completion.

_____ I do not currently hold a valid teaching certificate and am interested in coaching a school team. I understand that I may complete these three courses and apply for a renewable certificate for part-time athletic coaching as provided in State Board of Education Rule 6A-4.0282. This certificate process does not fall under the add-on or endorsement rule but does follow the process for applying for a regular part-time certificate.

_____ I hold certification in “athletic coaching” or “physical education” on a current, valid certificate and wish to complete one of more of the Coaching Endorsement courses to earn in-service points for certificate renewal.

_____ I have obtained approval from the Director of Professional Development in my district to enroll in this course as verified by his/her signature below.

Signature of Registrant

Date

Position

DOE Certification # (if applicable)

FOR DISTRICT USE ONLY

By signing below, I verify that the district has an Athletic Coaching Endorsement Plan approved by the Florida Department of Education.

District Director of Professional Development

Date

**Please note:*

- Applicants must return this completed form to the District Professional Development Director.
- District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT
VERIFICATION OF POINTS (Form B)**

1. Name _____
2. District _____ 3. School _____
4. Social Security No. _____ 5. Points on file: _____
6. Requirements
- (1) _____ Care and Prevention of Athletic Injuries (Sports Medicine)
(60 points minimum)
- (2) _____ Coaching Theory
(60 points minimum)
- (3) _____ Theory and Practice of Coaching a Specific Sport
(60 points minimum)

College courses may be substituted, at district discretion, for any of the above components for which the course descriptions match the _____ County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Date Completed</u>
Requirement #1 Min. 60			
Requirement #2 Min. 60			
Requirement #3 Min. 60			
Total Required 180			

Date

Program Coordinator for Professional Development, PAEC

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

_____ Sent to Florida Dept. of Education _____ Returned for Additional Verification

Date

District Official

Please note: Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING/SPORTS MEDICINE
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name _____
2. School _____ 3. District _____
4. Social Security No. _____ 5. DOE No. _____

The attached college transcripts are submitted as part of the Athletic Coaching/Sports Medicine endorsement program. These courses meet the requirements of the following component(s) in the approved _____ county program for Athletic Coaching/Sports Medicine endorsement.

Program area:

Component # and Title	College Course Title
1)	
2)	
3)	

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date

District Professional Development Director

Please note: Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

Inservice Program

For Add-On Endorsement

In the Area of

ATHLETIC COACHING/SPORTS MEDICINE

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131
SunCom 769-6131

Recommended to the _____ District School Board on _____, 20__.

Superintendent

Approved by the _____ District School Board on _____, 20__.

Chairman of the Board

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
FLORIDA GIFTED ENDORSEMENT
APPLICATION FORM (Form A)**

NAME _____ SSN _____

SCHOOL _____ DISTRICT _____

I am planning to add Florida Gifted Endorsement to my current Florida teaching certificate. I understand that I will need to complete the five courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program:

Please give a brief statement of your reason(s) for pursuing this endorsement.

Signature

Date

Position

**Please note:* Applicant must

1. Obtain signature of the District Professional Development Director on the application form.
2. Send a copy of the completed and signed form, along with payment, to the PAEC Professional Development Center to the attention of Paula Weeks, 753 West Blvd., Chipley, FL 32428. (Payment may be in the form of a check, money order or purchase order.)

PANHANDLE AREA EDUCATIONAL CONSORTIUM
**FLORIDA GIFTED ENDORSEMENT
 VERIFICATION OF POINTS (Form B)**

1. Name _____
 2. School _____
 3. Social Security No. _____ 4. Points on file: _____

- (1) _____ Curriculum Development for the Gifted
 (60 points minimum)
 (2) _____ Theory and Development of Creativity
 (60 points minimum)
 (3) _____ Educating Special Population of Gifted Students
 (60 points minimum)
 (4) _____ Guidance and Counseling for the Gifted Student
 (60 points minimum)
 (5) _____ Nature and Needs of Gifted Students
 (60 points minimum)

College courses may be substituted for any of the above components for which the course descriptions match the _____ County Master In-service Plan Components.

6. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Date Completed</u>
Requirement #1 Min. 60			
Requirement #2 Min. 60			
Requirement #3 Min. 60			
Requirement #4 Min. 60			
Requirement #5 Min. 60			

Total Required 300 Hours

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

 Date Program Coordinator for Professional Development, PAEC

Status of Application:

 Date _____ Send to Florida Dept. of Education _____ Returned for Additional Verification
 By _____

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
 FLORIDA GIFTED ENDORSEMENT**

TRANSFER OF COLLEGE CREDIT (Form C)

- 1. Name _____
- 2. School _____ District _____
- 3. Social Security No. _____ 4.DOE No. _____

The attached college transcripts are submitted as part of the Florida Gifted endorsement program. These courses meet the requirements of the following component(s) in the approved _____ County program for Florida Gifted endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date

District Professional Development Director

**Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

Inservice Program
For Add-On Endorsement
In the Area of
FLORIDA GIFTED

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131
SunCom 769-6131

Recommended to the _____ District School Board on _____, 20__.

Superintendent

Approved by the _____ District School Board on _____, 20__.

Chairman of the Board

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
DRIVER EDUCATION/TRAFFIC SAFETY
APPLICATION FORM (Form A)**

NAME _____ SSN _____

SCHOOL _____ DISTRICT _____

I am planning to add Driver Education/Traffic Safety to my current Florida teaching certificate. I understand that I will need to complete the three courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program,

Please give a brief statement of your reason(s) in pursuing this endorsement.

Signature

Date

Position

**Please note: Applicant must*

1. Obtain signature of the District Professional Development Director on the application form.
2. Send a copy of the completed and signed form to the PAEC Professional Development Center, 753 West Blvd., Chipley, FL 32428.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
DRIVER EDUCATION/TRAFFIC SAFETY
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name _____
2. School _____ 3. District _____
4. Social Security No. _____ 5. DOE No. _____

The attached college transcripts are submitted as part of the Driver Education/Traffic Safety endorsement program. These courses meet the requirements of the following component(s) in the approved _____ county program for Drivers Education/Traffic Safety endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date

District Professional Development Director

**Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

Inservice Program

For Add-On Endorsement

In the Area of

DRIVER EDUCATION/TRAFFIC SAFETY

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131
SunCom 769-6131

Recommended to the _____ District School Board on _____, 20__.

Superintendent

Approved by the _____ District School Board on _____, 20__.

Chairman of the Board

PAEC READING ENDORSEMENT
ADD-ON ENDORSEMENT APPLICATION (FORM A)

NAME _____ SSN _____
SCHOOL _____ District _____

I am planning to add Reading Endorsement to my current Florida teaching certificate. I understand that I will need to complete the components covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program: *Special Note—Do not include activities prior to the 2002-2003 school year.*

Please give a brief statement of your reason(s) in pursuing this endorsement.

Selected Reading Endorsement Track (circle one): 1 2 3 4 5

Signature

Date

Position

**Please note:*

Applicants must return this completed form to the District Professional Development Director.

District Professional Development Directors must send a copy of this form to the PAEC Professional Development Center.

**PAEC READING ENDORSEMENT
VERIFICATION OF POINTS
APPLICABLE TOWARD ADD-ON CERTIFICATION (Form B-1)**

1. Name: _____
 2. School: _____ 3. District: _____
 4. TERMS ID No.: _____ 5. Points on file: _____

6. Requirements:

- (1) Foundations in Language & Cognition-*Competency 1*
(60 points)
 (2) Foundations of Research-Based Practices-*Competency 2*
(60 points)
 (3) Foundations of Assessment-*Competency 3*
(60 points)
 (4) Foundations and Application of Differentiated Instruction-*Competency 4/5*
(60 points)
 (5) Demonstration of Accomplishment-*Competency 6*
(60 points)

College courses may be substituted for any of the above components for which the course descriptions match the _____ County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verifi</u>	<u>Deficienc</u>	<u>Verified by:</u> <small>(initials of district offic</small>
Requirement #1 Min. 60 (<i>Compt.1</i>)			
Requirement #2 Min. 60 (<i>Compt.2</i>)			
Requirement #3 Min. 60 (<i>Compt.3</i>)			
Requirement #4 Min. 60 (<i>Compt.4/5</i>)			
Requirement #5 Min. 60 (<i>Compt.6</i>)			
Total Required 300			

I certify that the participant listed above has successfully completed all requirements necessary to obtain the Add-On Reading Endorsement.

Date District Professional Development Director

Date Program Coordinator for Professional Development, PAEC

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

- Sent to Florida Dept. of Education Returned for Additional Verification

Date _____ By _____

**PAEC READING ENDORSEMENT
VERIFICATION OF POINTS
APPLICABLE TOWARD ADD-ON CERTIFICATION
Through Completion of the **REESOL Bundle (Form B-2)****

1. Name: _____
2. School: _____ 3. District: _____
4. TERMS ID No. _____ 5. Points on file: _____
6. Requirements:
- (1) Original Points Earned through Reading *ESOL/Crosswalk*
(80 points)
 - (2) REESOL Bundle In-service Training
(100 hours)
 - (3) Florida Online Reading Professional Development (FOR-PD)
(60 points)
 - (4) Demonstration of Accomplishment-*Competency 6*
(60 points)

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficient</u>	<u>Verified by:</u> <small>(initials of district official)</small>
Requirement #1 Min. 80	_____	_____	
Requirement #2 Min. 100	_____	_____	
Requirement #3 Min. 60	_____	_____	
Requirement #4 Min. 60 (<i>Compt.6</i>)	_____	_____	
Total Required 300	_____	_____	

I certify that the participant listed above has successfully completed all requirements necessary to obtain the Add-On Reading Endorsement.

Date District Professional Development Director

Date Program Coordinator for Professional Development, PAEC

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

- Sent to Florida Dept. of Education Returned for Additional Verification

Date _____ By _____

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
 READING ENDORSEMENT
 TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name _____

2. School _____ District _____

3. Social Security No. _____ 4. DOE No. _____

The attached college transcripts are submitted as part of the PAEC Reading Endorsement program. These courses meet the requirements of the following component(s) in the approved _____ County program for Reading Endorsement.

Program area:

Component # and Title	College Course Title
1)	
2)	
3)	

FOR DISTRICT OFFICE OF CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date _____

 District Professional Development Director

**Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

K-12 READING ENDORSEMENT COMPETENCY 6 INDICATORS

Next to each indicator list the product submitted as evidence that the indicator has been demonstrated. Products may include but are not limited to **video tape with reflections**, **documented observations with reflections**, and **case study**. A single product may be submitted as evidence for more than one indicator.

Product	Indicator
_____	6.1 Applies knowledge of language development
_____	6.2 Demonstrates knowledge of research-based instructional practices for developing student phonemic awareness
_____	6.3 Demonstrates knowledge of research-based instructional practices for developing phonics skills and word recognition
_____	6.4 Demonstrates knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance
_____	6.5 Demonstrates knowledge of research-based instructional practices for developing both general and specialized content area vocabulary
_____	6.6 Demonstrates knowledge of research-based instructional practices for facilitating reading comprehension
_____	6.7 Demonstrates knowledge of instruction to facilitate students' metacognitive efficiency in reading
_____	6.8 Demonstrates knowledge of research-based instructional practices for developing critical thinking and content area reading skills
_____	6.9 Demonstrates knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time
_____	6.10 Demonstrates knowledge of differentiating instruction for all students in mainstream classrooms including students with disabilities in reading, and LEP students
_____	6.11 Demonstrates instructional skill in working with LEP students at different levels of oral proficiency
_____	6.12 Demonstrates knowledge of creating both language-rich and print-rich environments

Products have been submitted and confirmed as evidence that each of the indicators for Competency Six has been demonstrated and accomplished.

Principal

Date

Teacher

Date

Clinical Mentor

Date

Inservice Program
For Add-On Endorsement

In the Area of

READING

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131
SunCom 769-6131

Recommended to the _____ District School Board on _____, 20__.

Superintendent

Approved by the _____ District School Board on _____, 20__.

Chairman of the Board

**Program for Add-On Endorsement in ESOL
District Authorization for Admission to Add-On Program**

Participant's Name: _____

District: _____ School: _____

Home/Mailing Address: _____

City: _____ State: _____ Zip: _____

Work telephone: _____ Home telephone: _____

Have you been assigned to teach English/Language Arts to an ESOL student? Yes__ No__

If yes, in what school year were you first given this assignment? _____

Current Teaching Assignment: _____

Check Appropriate Box:

<u>Category I</u>	<u>Category II</u>	<u>Category III</u>
Primary Language Arts/English, Developmental Language Arts, Integrated Reading, Reading ³	Social Studies, Mathematics and Computer Literacy	All other subjects not included in Categories I or II

Currently assigned Out-of-Field? Yes ____ No ____

Certification Areas: _____

Florida Professional Educator's Certification Number: _____

I understand that, in order to obtain an add-on endorsement in ESOL, I must:

- *Hold a valid Florida Professional Educator's Certificate, issued on the basis of a Bachelor's Degree or higher degree in Elementary Education, English or Foreign Language as specified in the Course Code Directory*
- *Successfully complete the approved add-on program outlined on the Individual Plan of Study*

I have been counseled regarding and understand the following:

- *Requirements for continued employment in an out-of-field status (if applicable)*
- *Requirements for adding an endorsement to an existing certificate*
- *Availability of university or college courses that meet certification requirements*

I understand that the district will maintain documentation of my performance and completion. The district will provide, upon request, continuing advisement on matters related to this program.

Applicant Signature Date

Principal Date

Professional Development Director Date

A copy of this form must be kept in the Staff Development Office.

**Panhandle Area Educational Consortium
Add-On Certification Program
Endorsement Plan of Study
ESOL: Options A, C, or D**

District: _____

Participant's Name: _____

Florida Professional Educator Certificate Number: _____

Present Certificate coverage areas: _____

Work Telephone: _____ Home Telephone: _____

Required Component	PAEC Online Course	Completion	In-service	Courses (other than PAEC course)	Completion	In-service
Methods of Teaching ESOL	<i>ESOL: Methods of Teaching ESOL</i>					
Applied Linguistics	<i>ESOL: Applied Linguistics</i>					
Cross Cultural Communication and Understanding	<i>ESOL: Cross Cultural Communication and Understanding</i>					
Curriculum Material Development	<i>ESOL: Curriculum Materials and Development</i>					
Testing and Evaluation	<i>ESOL: Testing and Evaluation</i>					
TOTAL In-service						

Required Total Components: 5 Required Total In-service Points: 300

NOTE: Indicate acceptable transfer credit from institution of higher education and inservice participation by placing course/component name and number, points, and completion date in the appropriate blank. Attach copies of documentation e.g., official transcript or In-service Transfer Record.

Participant's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

Program Completion Date: _____

Professional Development Director: _____

**Panhandle Area Educational Consortium
Add-On Certification Program
Endorsement Plan of Study
For ESOL: Option B
E-R-T (ESOL for Reading Teachers) Package**

District: _____

Participant's Name: _____

Florida Professional Educator Certificate Number: _____

Present Certificate coverage areas: _____

Work Telephone: _____ Home Telephone: _____

Required Components		Coursework	In-service	Completion
Component One: Reading Endorsement	Reading to ESOL Crosswalk		120	
Component Two: Sp ESOL Coursework	Methods of Teaching ESOL		60	
	Applied Linguistics		60	
Component Three: Practicum	Practicum/ Demonstration of Mastery		60	
Total in-service required for ESOL endorsement 300 hours		Total Completed:		

NOTE: Indicate acceptable transfer credit from institution of higher education and in-service participation by placing course/component name and number, points, and completion date in the appropriate blank. Attach copies of documentation e.g., official transcript or In-service Transfer Record.

Participant's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

Program Completion Date: _____

Professional Development Director: _____

**Panhandle Area Educational Consortium
Add-On Certification Program
Plan of Study
For ESOL: Option E**

Required Components	In-service P	Completion I
<i>Empowering ESOL Teachers, An Overview, Volume I</i>	33	
<i>Empowering ESOL Teachers, An Overview, Volume II</i>	27	
<i>TEACH Session 1, Language Learning, Part I</i>	30	
<i>TEACH Session 3, Language Learning, Part II</i>	30	
<i>TEACH Broadcast Video I and Study Guide: Language Learning in the Interactive Classroom</i>	19	
<i>TEACH, Session 2, Cross Cultural Communication and Understanding Part I</i>	30	
<i>TEACH, Session 4, Cross Cultural Communication and Understanding Part II</i>	30	
<i>TEACH Content Video 1: Cross Cultural Communication and Understanding</i>	19	
<i>TEACH Broadcast Video II and Study Guide: Curriculum and Materials Development</i>	19	
<i>TEACH Broadcast Video III and Study Guide: Assessment Issues and Strategies</i>	19	
<i>TEACH Content Video 2: Integrating Methods of ESOL Instruction</i>	19	
<i>TEACH: Laser Videodisc, Study Guide and Resource Kit</i>	25	
Total in-service required for ESOL endorsement		300

Participant's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

Program Completion Date: _____

Professional Development Director: _____

**PAEC Online Application Form
ESOL Courses**

Name of On-line Student: _____

District: _____ **School:** _____

Please check a course from the following list:

- ESOL: Preliminary 18-Hours
- ESOL: Enriching Content Classes for ESOL Students
- ESOL: Language Learning
- ESOL: Cross Cultural Communication and Understanding K-12
- ESOL: Curriculum Development and Methods of Teaching ESOL K-12
- ESOL: Testing and Evaluation of ESOL Students K-12
- ESOL for Administrators
- ESOL for Guidance Counselors

I agree to complete the assignments in the above-named ESOL course.

Student Signature

Date

The student named above is registering for the identified ESOL course with my full knowledge.

District ESOL Coordinator or Other Official

Date

Method of Payment:

- Purchase Order # _____
- Money Order # _____
- Check # _____

Verification of Completion of ESOL Endorsement Program

Participant Name: _____

Date of admission to ESOL Endorsement Program: _____

REQUEST FOR VERIFICATION OF COMPLETION

I request that the district verify my completion of the program for Add-On Endorsement in ESOL.

Attached are: (Place a check by each item attached. Write N/A by items not applicable)

_____ Completed Individual Plan of Study

_____ In-service Transfer Record for components completed as part of an Approved Add-on Program (This refers to any relevant components approved and completed prior to employment in current district.)

_____ Official university transcripts for all completed college/university courses relevant to this program

Candidate's Signature _____
Date

DISTRICT VERIFICATION OF COMPLETION

This candidate has successfully completed the Plan of Study outlined on the attached Individual Plan of Study form for the ESOL Add-On Endorsement.

Professional Development Director's Signature _____
Date

Notes/Comments (optional)

Copy: participant, principal, staff development office
CT-115

Inservice Program
For Add-On Endorsement
In the Area of
ENGLISH SPEAKERS OF OTHER LANGUAGES
(ESOL)

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131
SunCom 769-6131

Recommended to the _____ District School Board on _____, 20__.

Superintendent

Approved by the _____ District School Board on _____, 20__.

Chairman of the Board