

Master Inservice Program

Plan for the

**Association of
Christian Schools
International**

Florida Educators

2000-2005

**Master Inservice Program Plan
For the Association
Of Christian Schools
International**

Florida Educators

2000-2005

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Chapter One
Statutes, Policies, and Procedures
SYNOPSIS OF STATE REQUIREMENTS
FLORIDA STATUTES AND STATE BOARD OF
EDUCATION RULES AFFECTING MASTER
INSERVICE PLANS

Statutes and Rules Related to the Plan:

This list includes the Florida Statutes and State Board of Education Rules which relate to the Master Inservice Plan.

FLORIDA STATUTES

- s.230.23, F.S. Comprehensive Program of Staff Development**
- s 231.087, F.S. Management Training Act**
- s.231.17, F.S. Certificates Granted on Application To Those Meeting Prescribed Requirements**
- s.231.24, F.S. Certificate Renewal**
- s 231.600, F.S. School Community Professional Development Act**
- s 231.601, F.S. Purposes, Intent**
- s236.0811, F.S. Educational Training - Master Inservice Plan**
- s236.081(3), F.S. Inservice Education Personnel Training Expenditures**

FLORIDA STATE BOARD OF EDUCATION RULES

- 6A-4.0051, FAC Renewal of a Professional Certificates (7/1/88)**
- 6A-5.053 FAC Relationship Between Teacher Education Program Approval and Teacher Certification**
- 6A-5.0601 FAC Standards for Approving Preservice and Inservice Teacher Education Programs**
- 6A-5.071 FAC Master Inservice Plan Requirements**
- 6A-5.075 FAC Professional Education Competency**

Demonstration (PECD) Program

Components Required for Approval of a Plan:

The following statutes mandate specific components that are required by law to be included in a Master Plan in order for a Plan to be approved by the Department of Education. Components addressing these laws must be included as an integral part of either Sections II or III of the Plan.

STATUTES DIRECTING COMPONENTS WHICH ARE REQUIRED TO BE INCLUDED IN THE PLAN

s.236.0811(2)(a)1,FS	Child Abuse and Neglect Prevention
s.236.0811(2)(a)1,FS	Middle Grades Training; Extension of Certificate; New Endorsement
s.236.067(4)(c)1-2,FS	Substance and Alcohol Abuse Prevention

FLORIDA STATUTES

s230.23,FS **Comprehensive Program of Staff Development**

Provides for a comprehensive program of staff development

s.231.17,FS **Certificates Granted on Application to Those Meeting Prescribed Requirements**

Provides requirements, regulations, and provisions for initial certification; Professional Orientation Program; and academic and subject area skills tests.

s.231.24,FS **Renewal of Certificate**

Provides direction for professional certificate renewal as of July 1, 1991. Includes certification procedures via inservice training.

s.236.0811,FS **Educational Training**

Requires certain components such as substance abuse prevention, child abuse,

and neglect prevention, be included in a Master Inservice Plan in order for the Plan to be approved.

STATE BOARD OF EDUCATION RULES

6A-4.0051,FAC Renewal of a Professional Educator's Certificate Beginning July 1, 1988.

Defines a professional certificate; and requirements to receive an active certificate. Defines requirements for renewal procedure via college credit, inservice training, subject area tests, and summer work program. Provides information on inactive status of professional certificates and requirements for certificate renewal. Describes procedures for retention of certification of one or more coverages. Describes general requirements including validity periods, submission or application, approval procedure by superintendent, and special provisions for extensions.

6A-5.053,FAC Relationship Between Teacher Education Program Approval and Teacher Certification

Describes the process and purpose of teacher certification and compares certification requirements with teacher education programs; provides that candidates who complete approved inservice programs shall be eligible for certification renewal, and addition of subjects to certificates.

6A-5.061,FAC Procedures for Approving Preservice and Inservice Teacher Education Programs

Section (2) describes the procedures for initial approval and continuation of approval of inservice teacher education programs; describes procedures for program modifications; and describes procedures for making program modification and

annual reports to the Department. Section (2)(a) describes criteria for Section II of the Master Inservice Plan.

6A,5-071,FAC Master Inservice Plan Requirements

Describes the Master Inservice Plan including the contents, format, approval process, and updating procedures. Describes the requirements for a component; how to convert college credit to inservice points; what constitutes in-field and out-of-field components; the minimum length of a component, and evaluation requirements. Provides the requirements and procedures for record keeping, component and participant files, and reports.

6A-5.075,FAC Professional Orientation Program

Describes the purpose, requirements, and procedures for the Professional Orientation Program.

Professional Education Competency Demonstration (PECD) Program replaces the Professional Orientation Program as of Fall 1998.

MASTER INSERVICE PLAN

PURPOSE OF MASTER INSERVICE PLAN

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

The blueprint will provide necessary training for certified and non-certified personnel to acquire, update, and enhance the competencies necessary to carry out their educational and support services responsibilities.

ASSOCIATION POLICIES AND PROCEDURES

All inservice activities under the Master Inservice Plan will have the approval of the Florida Association's Inservice Education Office. Inservice activities must meet the appropriate guidelines below.

1. Eligibility

Inservice will be made available to both certified and noncertified personnel. Participants who wish to obtain component points for recertification (teachers/instructional support/administrators) must have a Florida Professional Certificate with "active" status.

Points can only be earned within the last five years of one's validity period.

2. Renewal of Professional Certificate

To renew a certificate as an employed teacher, instructional support member, or administrator, one must:

- A. Provide proof of one (1) year of full-time teacher/instructional support/administrator experience in a Florida public school or a non-public school which has an approved Florida Professional Education Competency Demonstration (PECD) Program, AND**
- B. Complete at least six (6) semester hours of college credit or its equivalent. (Three of which must be in the area of certification.)**

3. Earning Credit

There are several ways in which a Professional Certificate may be renewed:

- A. Complete six (6) semester hours of college credit. At least 3 semester hours must be attained in each subject coverage on the certificate. See "Retention Requirements for more than Two Subject Coverages" in Renewal Brochure. If certificate covers only one subject area, three semester hours must be earned in-field and three semester hours can be out-of-field.**
- B. Complete 120 inservice points At least 60 points must be earned in the field or fields of certification coverage. Of these, one-half or 30 points may be earned in general education areas related to professional competency in education.**
- C. Complete a combination of college credit and inservice training. One semester hour of college credit = 20**

inservice points.

- D. Take and pass a subject area test specific to the coverage area. One passing numerical score on the subject area test is equivalent to three (3) semester hours of college credit. A subject area test may be combined with either college credit or inservice points to equal the equivalency of six (6) semester hours of college credit.**

4. Credit Transfer Procedures

- A. Inservice credit may be transferred to or from any Florida Public or Non-public school that has an approved Master Inservice Plan.**
- B. Credit must be earned during the last 5 years of the validity period of the individual's certificate.**
- C. The appropriate Department of Education form, (OTE-206), with the required signatures, must be used to make the transfer. A teacher requests a transfer of points by contacting the Association's Master Inservice Program District Office.**

5. Procedural Points

- A. All inservice components must be from the approved components of the Association's Master Inservice Plan.**
- B. All program components may have a range of 1- 60 points.**
- C. All inservice activities must be an Association's approved inservice component listed in the Master Inservice Plan.**
- D. Points must be earned during the certification validity period of the participants.**

- E. No specific inservice component (activity) can exceed sixty (60) points.
- F. Each inservice point equals one clock hour.

6. Criteria for Inservice Components

- A. A professionally qualified individual (group) is to be the organizer and/or consultant. The Association's Inservice Coordinator at your school may serve in this capacity.
- B. There must be clearly defined objectives and a stated means of evaluation.
- C. Each inservice program must consist of actual working time: in knowledge acquisition, demonstrations, and practice/review.
- D. Inservice activities must be relevant to subject matter or designed to improve professional competency.
- E. Activities not eligible for inservice points include:
 - 1. Business, committee, or advisory meetings, etc.
 - 2. Registration, recordkeeping, etc.
 - 3. Breakfast, lunch, dinner, banquets (without speaker).
 - 4. Testing/screening students.
 - 5. Chaperoning of students.

7. Teacher Education Center Council (TEC)

A. Selection of Council Members

- 1. The Association's Regional Office will comprise the TEC council including the Executive Director and the

Master Inservice Program District Officer. Other members of the council may be selected from administrators and teachers in the Association.

- 2. The Council members shall review the inservice offerings for the District on a yearly basis.**
- 3. There shall be a written evaluation of all workshops and/or inservice programs at the end of such programs by teachers attending. A summary of such evaluations shall be forwarded to the appropriate Inservice Education Officer and made available to the Council members.**

B. Faculty Meetings and Inservice Programs

- 1. Instructionally sound and administratively necessary activities as determined by the school administrator may be assigned to teachers during the school day or in after school inservice programs. The scheduling of these meetings will be at the discretion of each individual member school's policies.**

C. Relationships with Public and Other Private School Inservice Programs

- 1. The Teacher Education Council and Inservice Education Officer will encourage member schools' enrollment in the local, state, and national inservice programs available through other school districts. It will be the responsibility of the member school to provide sufficient information concerning the inservice program that the Association's District Inservice Office can determine the appropriate inservice number for proper credit.**

8. Needs Assessment - District Program Evaluations

- A. Each year the Teacher Education Council in cooperation with the Association's District Inservice Office is required to review its performance and to state for the annual report goals, need statements, short term objectives, and strategies for the continuing upgrading and revision of the District's inservice program. These goals and need statements are summarized through the evaluation information received from individual teachers throughout the District and through annual evaluation survey forms filled out by the participating member schools.**

- B. It will be the Teacher Education Council's responsibility to direct the District Inservice Office:
 - 1. The development of new program offerings**
 - 2. The evaluation and upgrading of existing programs**
 - 3. The cultivation of inservice programs in new member schools****

- C. Evaluation will be gathered in a number of strands: Teacher Education Council evaluations, member school administrators input, individual teacher evaluations, and research recommendations from the Association's offices.**

- D. At the Annual Association's Executive Council Meeting, a formal inservice training report will be presented for the information of the Association. At that time, the Council in session will have the opportunity to suggest new directions for Teacher Education Council and the District Inservice Office.**

- E. A formal needs assessment through a survey interview format will be provided for each member school desiring inservice education for their faculty and staff. This needs assessment will be updated on a regular basis as determined by the District Inservice Office and Teacher Education Council. Since the Council members will be**

representative of all participating member schools, their input will serve as an invaluable link to the changing needs of the individual schools.

F. Performance Evaluation

As administrators detect needs in individual teachers, recommendations for certain inservice activities may be made or, if a general need is felt, this is communicated to the District Inservice Office for analysis and development into new Inservice Components in the Master Plan.

G. Student Data

Association's Florida District Inservice program will design inservice components and programs that relate directly to the needs of the student population in the District schools.

Student data as provided by member schools will serve as an information database for program revision.

H. Objective Assessment of Inservice Presenter, Participants and Programs

The Association's District Inservice Office conducts the following evaluations that contribute to successful inservice activities:

1. Evaluations of the Inservice Participants and their skills
2. Evaluations of the Inservice Presenters and Programs
3. Evaluations of the materials, methods, and training sites

I. Planning

Planning is a cooperative, district-wide undertaking. All member schools are encouraged to meet with the Teacher

Education Council or District Inservice Office to identify training needs in a particular discipline. This information becomes a database from which new inservice components are designed and implemented. The Needs Assessment procedure provides additional information for the inservice database.

J. Organization

The Inservice program for the Association must by its very nature be decentralized. Member schools, scattered across the entire state of Florida, must be responsible for the individualized nature of their faculty's inservice program. The District Inservice Office offers assistance in program implementation, record maintenance/update, liaison with the State Department of Education, and a provider of inservice information. Collaborating schools provide the Teacher Education Council members input throughout the year. Coordination of these activities is the responsibility of the District Inservice Officer who maintains close ties with the participating member schools.

The Teacher Education Council reviews policies for:

- 1. Scheduling inservice activities;**
- 2. Timing and methods of inservice/certification information;**
- 3. Providing inservice opportunities for member schools;**
- 4. Serving their teacher clients.**

K. Policies

The policies governing the Association's Master Inservice Plan originate from three sources:

1. **Certification laws and DOE regulations regarding them**
2. **Association's Inservice Plan for Recertification of Teachers**
3. **Teacher Education Council decisions in areas in which they have authority to advise or make decisions.**

L. Evaluation

1. **Total Program: The number of participants involved in the total program is calculated and is studied for balance in terms of content, academic level represented, and priority levels set by individual schools. This Total Program Review builds a composite profile of the state-wide inservice design indicating the needs being met during that calendar year.**
2. **Individual Programs: Each inservice activity is evaluated by each participant on a form designed to give feedback on the participants' perception of its appropriateness and usefulness; quality of materials presented; preparation and expertise of consultant; and adequacy of facility and equipment. These records are filed and are available on request.**
3. **Component Evaluation: Components are reviewed by the personnel most frequently using them to determine their continuing research currency and/or need for revision. A component review/revision cycle will be conducted annually to keep pace with the advances in educational research and methodology.**
4. **Follow-up: Some programs, such as Teaching Techniques for Reading in the Classroom, use classroom observation as a follow-up method. Other**

programs require a shadowing/mentoring follow-up program that may run several weeks. Some programs in educational methodology will require the teacher to develop lesson units, present them, and evaluate them with a Peer Coach.

M. Program Review and Revision

The program is reviewed annually as inservice needs for the next year are identified. These may result from new educational methodologies, new research, and new technology being developed at individual member school sites. The District Inservice Office is client-based. The needs of the participating member schools are the engine that moves the District Inservice Program. A component which is not used, as indicated by the number of participants requesting it or its suitability when evaluated from a research perspective, may be removed after consultation with the person or persons who initiated the component and with the Teacher Education Council; or it may be updated, by additions or deletions, to conform to current needs. Data from inservice evaluations may also result in a change in details of the program: a change of emphasis, extension of skills and knowledge, and inclusion of related ideas and activities.

9. Conditions for Components Less Than 10 Hours in Length

Components that count for certificate renewal may be less than 10 hours in length if at least one of the following conditions is met:

1. The component is part of school's established plan for improvement or change.

2. The component is for training that is designed to meet a federal, state, or local requirement.
3. The component is part of an individual's professional growth plan and includes a plan of implementation and measurement as part of the Activities and/or Evaluation section of the component.

10. **State-determined Priorities for Inservice Education**

During the initial year of implementation, the Teacher Education Council and District Inservice Office will review the Master Inservice Plan to determine if the following State-Determined Priorities are being adequately met. If not, the appropriate components will be upgraded to more fully integrate these priorities:

1. Identification, assessment, and prescription of of instruction for exceptional children
2. competencies in the identification, assessment, and prescription of instruction for child abuse and neglect prevention and for substance and alcohol abuse prevention
3. instruction for multicultural sensitivity in the classroom
4. components to assist in the certification of teachers of limited English proficieny students
5. a study of the middle grades
6. understanding students in the middle grades
7. organizing interdisciplinary instruction in the middle grades
8. developing critical thinking and creative thinking in students in the middle grades
9. counseling functions of the teacher in the middle grades
10. developing creative learning materials for the middle grades

11. planning and evaluating programs in the middle grades

The District's Master Inservice Plan 236-0811 Educational Training

1. **Funding for Educational Training:** The Board shall develop and maintain an educational training program including appropriating funds exclusively for the purposes of educational training programs meeting the criteria established by the Department of Education. (FL Statute 236.08111)
2. **Master Inservice Plan:** The District School Board has developed a Master Inservice Plan based on the assessment of training needs of its employees. This plan follows the criteria consistent with the descriptions in Sections 231.600 and 236.0811, Florida Statutes. And such plan is consistent with the law and rules of the State Board and the Commissioner of Education and is described as a master plan for inservice education.
3. **Teacher Education Center:** The District upon recognition by the State of its approved Teacher Education Center will conduct the activities of that TEC Center in accordance to the provisions of the Teacher Education Act. (FL Statute 236.08111)
4. **Training for all levels of personnel:** The School Board shall develop and annually approve a master plan for inservice educational training. The MIP Plan will include educational training for all levels of personnel: paraprofessionals, office staff, custodial, bus drivers, lunchroom staff, guidance/counseling, social workers, accountants, administration, daycare workers, teachers, and media center directors. (FL Statute 236-08112)

5. **School Improvement Plans:** The MIP Plan includes professional development and staff development activities for implementation of school improvement plans for the current fiscal year (Components: 70401300, 70127200, 58504200, 58106200, 50111200, 50101500)
6. **School Reform and Accountability:** In accordance with the criteria as established by the Florida Statutes (Section 229.591 and 229.592) and the Commissioner of Education, the MIP Plan has developed components to develop school reform and accountability procedures in all District schools (Components: 50101500, 50111200)
7. **Approved Add-On Certification Programs:** Pursuant to Statute 231.174, the District shall develop and present for approval add-on alternative educator programs as required by the District through a needs-assessment. As a nonpublic institution, it is recognized that partnerships with public school districts may serve to meet this standard in a more efficient manner.
8. **District Management Training Programs:** Pursuant to Section 231.087(5) components have been added to the District plan to meet the developmental needs of District personnel (Components: 50111200, 50110300, 50131208, 50134300, 50135300, 58001200, 58002100, 58003100, 58004100, 58005200, 58006100)
9. **Vocational/Instructional Personnel:** Professional and technical updating for vocational instructional personnel is included in the Master Inservice Plan (Components: 50109500, 52001500, 52201200, 52203500, 58101200, 58106200)
10. **Annual Updates:** The District will update this plan annually by September 1 using criteria and procedures for continued approval as specified by the rule of the Commissioner. Verification of this update must be received by the Commissioner's office by **October 1** of each year. The Plan update must be based on an assessment of the inservice educational training needs of the district conducted by a committee that includes parents, classroom teachers, and other educational personnel. The letter to the Commissioner of Education shall verify that the governing authority of the nonpublic school district has approved the master inservice educational training plan and that the plan meets the criteria pursuant to this rule. (FL Statute 236-08112)
11. **Annual Review:** 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 inservice education and training into the educational settings.

12. **Master Inservice Plan Records:** MIP records shall be maintained and data shall be reported annually.
13. **Master Inservice Plan data:** The District shall report data information on all approved inservice components using a non-automatic data reporting instrument to be sent to the State DOE by report on October 1 of each year. Information on each component shall include: 1) Dates the component was delivered; 2) Names of component leaders; 3) Names of participants and performance records; 4) Evaluation of the component; 5) Criteria for successful completion; and information shall be maintained for each component participant to include the following: 1) title and number of the component; 2) Dates of participation; 3) Satisfactory or unsatisfactory completion, and 4) Number of inservice points to be awarded, the eligibility of the points to be used for certification, and expiration date of the educator's certificate(s) if applicable. All requirements for a renewal of a Professional Certificate will be on the basis of completion of inservice points pursuant to Section 231.24, Florida Statutes and Rule 6A-4.0051, FAC, shall be met.
14. **New Components:** A component developed after the annual approval of the plan shall be approved as an amendment to the plan by the school board, director of the inservice program, and the superintendent of the District. New components shall be assigned inservice points as follows: one (1) inservice point shall be equivalent to one (1) clock hour of participation.
15. **Transfer of College Credits:** Points awarded for completion of college credit shall equate to inservice participation as follows: One (1) semester hour shall equal twenty (20) inservice points; One (1) quarter hour shall equal thirteen (13) and one-third inservice points.
16. **Districtwide Inservice Needs Assessment:** The District will conduct a districtwide inservice needs assessment to identify the inservice training needs of local schools. The plan must include, at a minimum, the inservice activities that are necessary for the implementation of the schools' improvement plans during the current fiscal year. (FL Statute 236-08112)
17. **Master Components Critical Needs:** The District Plan must include, but not be limited to, components addressing:

- a. **Exceptional Education:** Competencies in the identification, assessment, and prescription of instruction for exceptional students (Components: 53001200, 53002600, 5300,3200, 53004200)
- b. **Child Abuse and Neglect Prevention:** Competencies in the identification, assessment, and prescription of instruction for child abuse and neglect prevention (Components: 50117200, 50118200, 50119400, 50120200, 50122400)
- c. **Substance and Alcohol Abuse Prevention:** Competencies in the identification, assessment, and prescription of instruction for substance and alcohol abuse prevention. Designed for all teachers and guidance counselors (Components: 50116200, 50118200, 50119400, 50120200)
- d. **Multicultural Sensitivity:** Competencies in instruction for multicultural sensitivity. Designed for all teachers and guidance counselors (Components: 51701500)
- e. **Normal Child Development:** To provide training to classroom teachers on the advances in the field of normal child development (Components: 58401200,)
- f. **Disorders of Development:** To provide training to classroom teachers on the advances in the field of disorders of normal child development (Components: 58401200, 50118200, 53001200, 53002600, 53003200, 53004200)
- g. **Limited English Proficiency:** To provide training in the strategies and theories of instructional issues with limited English proficiency students (Components: 51701500, 51801500, 50105200, 50107400, 50118200, 50123500, 50124200, 50125200, 50126200, 50703200, 50704200, 50706500, 50712500)
- h. **A Study of the Middle Grades:** To provide training for recertification in the area of middle grade education (Components: 58103300)
- i. **Understanding the Student in Middle Grades:** To provide training for recertification in the area of middle grades students in their self-concepts (Components: 50107400, 50118200, 50119400, 50120200, 50122400)
- j. **Interdisciplinary Instruction Middle Grades:** To provide training for recertification in the area of interdisciplinary

instruction in middle grades (Components: 50101500, 50705500, 50706500, 58103300, 58101200)

- k. Critical Thinking and Creative Thinking:** To provide training for recertification in the area of critical thinking and creative thinking in the middle grades curriculum (Components: 58103300, 58101200, 58202300, 50105200, 50126200, 50606500, 50702200, 50708200, 50802500, 51801500)
- l. Counseling Middle Grades:** To provide training for recertification in the area of counseling functions of the teacher in the middle grades (Components: 50107400, 50116200, 50118200, 50119400, 50120200, 50121200, 50122400)
- m. Creative Learning Materials:** To provide training for recertification in the area of the development of creative learning materials for middle grades students (Components: 50103500, 50201200, 50702200, 50709200, 58404200, 58103300)
- n. Middle Grades Programs:** To provide training for recertification in planning and evaluating programs in the middle grades (Components: 58107200, 58502200, 70127200, 50101500, 50103500)
- o. Negotiation and Conflict Resolution:** Programs designed for guidance counselors and all teachers. To train personnel in the development of student programs for negotiation and conflict resolution in the schools with an emphasis on reducing violence in the classroom (Components: 50107400, 50111200, 50118200, 50119400, 50120200, 50121200, 50122400)
- p. Educational Management:** Inservice training shall be provided for certified and noncertified managers and supervisors following the guidelines of the Florida Council on Educational Management (Components: 50111200, 50110300, 50131208, 50134300, 50135300, 58001200, 58002100, 58003100, 58004100, 58005200, 58006100)

Rules for Admission into the Master Inservice Program

- 1. Compulsory Attendance and Standards:** As an organization of nonpublic schools, the District School Board has published and filed with the Department of Education copies of its standards, and the

member schools do comply with the provisions of Chapter 232 relating to compulsory attendance. See standards in Appendix.

2. **Costs of the MIP Program:** All costs associated with approval of the MIP plan, such as travel, per diem, onsite reviews, substitutes, must be determined by the criteria established by the DOE and will be borne by the District School Board.

GUIDELINES FOR AN INSERVICE ACTIVITY

1. NEW STAFF REGISTRATION

New schools must send the New Staff Registration to the District Inservice Office in order to have their faculty members enrolled in the Master Inservice Program (MIP). All staff members whether certified or uncertified can participate in the Inservice Program. Inservice reports for individuals are provided on a regular basis. For Florida certified personnel, these reports will document the inservice points used for recertification. For uncertified teachers, paraprofessionals, day care workers, preschool workers, office staff and maintenance staff, this program provides each member a professional training report as part of the personnel record. The report can become part of a staff member's resume.

ANNUAL STAFF UPDATES

An annual Staff Roster will be sent to the Inservice Coordinator. This roster should be updated to include new staff members, changes in position (Instructor, Administrator, Support) and staff members who have retired or left the school.

2. INSERVICE WORKSHOP INITIATION

When developing an inservice workshop identify the specific objectives, activities, and evaluation process to be used in the workshop. Use the Inservice Training Components (Section III) to assist you with the workshop plans. Assign an Inservice Component Number to the workshop title. Ask for assistance from the District Inservice Officer if you have difficulty finding an Inservice Component Number that is appropriate to your activity. Advance permission from the District Inservice Office is not necessary if the school is conducting an inservice activity already outlined in the Master Inservice Plan.

3. PRIOR APPROVAL FOR INDIVIDUAL INSERVICE

An individual who wishes to participate in inservice activities outside the local school, such as local public school inservice programs, professional conferences, professional state and national conventions may do so with prior permission. This inservice request can be approved by the local school administrator who can refer to the District Inservice Office for advice concerning appropriate classification of the inservice activity. All outside inservice activities must remain within the M.I.P. inservice program parameters in order to receive inservice points. The Association's Inservice Education Office reserves the right to refuse inservice points to programs which in its opinion do not meet M.I.P. inservice goals.

4. APPLICATION FOR INSERVICE POINTS

To be submitted by the Inservice Coordinator as the request for inservice points. See the Sample Application. This application provides the following information:

- 1) Inservice Coordinator's name; School; School Phone**
- 2) Name of the Conference Title**
- 3) Component Number (found in Section IV);**

- 4) **Number of Inservice Points (i.e., 2 points; or a range of points such as Teachers Convention 6-12 points)**
- 5) **Staple a one paragraph description of the activity or a one page copy of the agenda. This is unnecessary for standard activities known by the District Inservice Office (i.e., FACCS Convention; NILD Winter Conference).**
- 6) **If additional information is required by the District Office, the application will be returned for updating or the school will be called.**
- 7) **The instructor's name; position and work location is required. If there are multiple instructors (i.e. ACSI Convention); write "Convention Staff" and ignore the "Position and Work Location."**
- 8) **Site of the Inservice Activity**
- 9) **Beginning Date and Ending Date (Be sure to include year)**
- 10) **Actual Contact Hours - This would count the number of hours where the participants worked with the instructor.**
- 11) **Independent Activity Hours - Some programs require work outside the formal Inservice activity. These homework or practice sessions may be counted towards inservice points.**

Types of Independent Activity Hours:

- a) **Homework assigned by the instructor (i.e. reading a book).**
- b) **Practice sessions required by the program (i.e. practicing new software programs)**
- c) **Writing lesson plans using a new strategy and implementing those plans in the classroom. An evaluation of plan's results by the teacher or an observation by a mentor or administrator would be required in order to receive credit.**
- d) **Team meetings designed to implement new teaching strategies.**

These Independent Activity Hours must be approved by the local Inservice Coordinator and must be documented in some definable fashion. The District Inservice Officer has the right to not approve Independent Activity Hours that cannot be documented.

12) Inservice Evaluation Summary

After each Inservice Activity, the Inservice Coordinator should have the participants answer five questions evaluating the Inservice Activity. Summarize the participants' evaluations by giving the total number of each response or a checkmark in the box with the highest value. In some rare cases, the participants may not be available for this evaluation, such as in the summer months. If that is the case, then the Inservice Coordinator should provide the evaluation information from the best data possible.

13) Inservice Completion

At the successful completion of an inservice program, the Administrator or Inservice Coordinator signs and returns this form to the District Office.

5. PARTICIPANT SIGN-IN SHEET

This sign-in sheet is to be used for every inservice activity, whether there is one participant or the entire school. Include the Name of the Activity and the Date.

By signing this sheet, the Administrator or Inservice Coordinator verifies that every member listed successfully completed all components of the activity. Should the Florida Department of Education request an audit, the burden of proof for inservice programs will rest on the individual school.

It is most important that the participants PRINT their legal name, PRINT CAREFULLY the Social Security Number, and specify a particular CERTIFICATION AREA. This is most important for Florida and ACSI certified personnel. Finally

the points are written in the last column. Some participants may have more points than others based on number of sessions at a convention, etc.

6. CERTIFICATE OF COMPLETION

When teachers have completed the entire component of an approved Inservice activity and the Application for Inservice Points has been received by the District Office, a master copy of the Certificates of Completion will be sent to the school. This master copy can be reprinted and handed out to the teachers and support staff for their personal records.

7. INSERVICE TEACHER EDUCATION TRANSFER RECORD (FORM OTE-206)

A teacher transferring from the Association's district to another school district in the state may request a transfer of Inservice Points. In order to do this, the Florida Department of Education form OTE-206 must be completed and signed by the Inservice Education Director or an authorized representative.

Note: The OTE-206 form may be obtained from the District Inservice Education Office.

PROGRAM GOAL, OBJECTIVES, AND STRATEGIES

The Association's District has a primary goal to provide inservice training opportunities for administrators, teachers, and staff personnel in their member schools. These training opportunities would be designed to develop professional skills and attitudes.

There are six Master Inservice Plan training objectives and strategies.

- 1. To train all member school administrators, peer teachers, support staff, and beginning teachers in the implementation of the Professional Education Competency Demonstration (PECD) Program.**

Strategy: Continuing inservice education will be provided in the following areas: developing professional teacher orientation, developing teacher workshops, peer teacher and administrator training workshops, and a continuing program of observations within the classrooms.

- 2. To annually diagnose the curriculum and training needs of the member schools of the Association.**

Strategy: Member schools and the District Inservice Office will diagnose new training needs through an annual diagnostic/evaluation process.

- 3. To commit local and state resources to the professional development of all personnel.**

Strategy: Member schools and the District Inservice Office will be involved in an ongoing program of meetings, training programs, demonstration lessons, and workshops for administrators, teachers, and staff.

- 4. To provide information and training for administrators, teachers, and staff regarding current issues in education, i.e. child abuse, state laws, changes in state and local regulations, accreditation procedures, etc.**

Strategy: The member schools and District Inservice Office will offer periodic inservice activities based on need.

- 5. To commit resources in research-based education updating members schools concerning trends and innovations in education.**

Strategy: Pilot programs, demonstration lessons, laboratory classrooms, and "research in classroom" projects will be offered.

- 6. To assist local member school staffs in their preparation for and completion of an in-depth accreditation visit.**

Strategy: Workshops and preliminary on-site visits will be conducted during the year of self-study and prior to the scheduled accreditation visit.