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Master Inservice Plan

2018-2019

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Compiled June 30, 2018

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RATIONALE

VISION

100% Student Success

MISSION

Educate and prepare each student for college, career and life

Values

Commitment to Children, Families, and Community; Respectful and Caring Relationships; Cultural Competence; Integrity; Responsibility; Connectedness

Strategic Directions

Student Achievement
 Learning in a Safe Environment
 Equity and Excellence for All
 Career- and College-Readiness
 Effective and Efficient Use of Resources

Seven Strategic Goals

- Goal 1: Increase student achievement resulting in improvements for each school's learning gains, grade level proficiency rates, graduation rates, and school grade designations of A, B, or C.
- Goal 2: Ensure curriculum, instruction, and assessment are designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement.
- Goal 3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement, and overall school improvement.
- Goal 4: Provide equity and excellence of education by increasing overall performance and eliminating the gaps between minority and non-minority student outcomes by reducing the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions, and placement in Exceptional Student Education programs.
- Goal 5: Achieve the District's mission for college and career-readiness for all students by adopting high quality standards, interdisciplinary curriculum content, aligned instructional practices, appropriate student supports, necessary resource allocations, and a parent and community engagement.
- Goal 6: Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.
- Goal 7: Provide quality technology and business services to optimize operations, communications, and academic results.

PROFESSIONAL DEVELOPMENT DEPARTMENT MISSION

Inspiring Excellence in Practice to Ensure Student Success.

PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL MISSION

Professional Development Advisory Council serves as a cross-functional team that advises the Professional Development Department on learning opportunities for all Pinellas County School Board employees.

MANAGEMENT PROCESSES

PARTICIPATION

Stakeholders are informed about available opportunities through multiple communication resources which include ProEd Facilitators based at all Pinellas County Schools and other work sites, departmental letters and newsletter, PCS Mail (Outlook) Training Announcements, and the Performance Matters (PLN), which is the web-based registration, information and presentation vehicle.

REGISTRATION PROCESS

All class registrations are processed through the web-based Performance Matters(PLN), accessible twenty-four hours a day, 365 days a year.

COMPONENTS

The Pinellas County Schools Master Inservice Plan (MIP) contains a listing of all the currently available components in the Pinellas County School District. These components are written by identified district employees. They must be aligned and sponsored by content specialists or district administrators and submitted initially to the Professional Development Department for approval.

Each approved component is assigned a function, focus, and sequence number and becomes part of the MIP. It can then be opened by an instructor or component coordinator and offered for component credit.

COMPONENT POINTS

Pinellas County Schools offers professional learning for certified and non-certified personnel. All activities for which inservice (component) points are awarded must be represented by an approved component in the MIP. Final approval for component point credit is given by Professional Development. One (1) component point is equivalent to one (1) clock hour of participation in a professional learning activity.

For recertification, points earned in one validity period cannot be carried over into a subsequent validity period except for ESOL and identified Reading Endorsement credit. ESOL and identified reading endorsement credits may be banked for use in future certificate renewal periods. In addition, a teacher holding a temporary certificate may use bankable points accumulated during the temporary period to renew the first professional certificate provided the validity period of the first professional certificate immediately follows the expiration of the temporary certificate. Individuals may use up to 60 points or three (3) semester hours of college credit in ESOL for renewal of any subject area on a professional certificate.

All certified personnel involved in the professional learning activity are expected to demonstrate increased competency on at least eighty (80) percent of the specific objectives of a component.

District employees may request a copy of their training history through Performance Matters (PLN) and is emailed to their Outlook email account. Complete inservice histories are maintained for each employee via the district TERMS system.

PROFESSIONAL LEARNING DAYS

Professional learning is built into the school calendar. Districtwide training days are one vehicle for delivery. They do not warrant credit by attendance alone, however, if credit is warranted, one (1) point shall be equivalent to one (1) clock hour of actual participation. Points shall be assigned to each component on the basis of the average time required for a participant to satisfactorily achieve the objectives of the component, as determined by the component author. School-based professional learning days are another vehicle for delivery. Professional Learning days are set aside for districtwide and school-based training for Instructional personnel. In addition, one day is scheduled for support service personnel training, with optional participation. Instructional personnel also earn professional learning components for participation in a Professional Learning Community (PLC).

The district recognizes and supports the growth of leaders. Professional learning opportunities are offered for leaders through portions of leadership and area meetings, professional learning days, and separate component offerings.

DOCUMENTATION PROCEDURES

Each participant's attendance in professional training is recorded electronically through June 30, 2018:

- TERMS – HRMS Employee History
- Pinellas County Schools Performance Matters (PLN)
- Electronic Training Assessment Survey
- Class Participation Report

TRANSFER OF COMPONENT POINTS

An individual transferring into Pinellas County from other Florida districts or out to other Florida districts may transfer accumulated component points between Florida districts by completing the following procedures:

- Request the "Inservice Teacher Education Transfer Record" form from the prior district and sent to the Pinellas County Schools Professional Development Office.
- When leaving Pinellas County to go to another county in Florida, the Professional Development Department should be contacted by the new district to transfer points.

PROCEDURE FOR UPDATING MIP

Revisions for the MIP are recommended by the Director of Professional Development with input from various sources, and submitted to the School Board for approval. Examples of input sources are listed below.

- Employee needs assessments
- Professional Development Advisory Council
- Participant evaluations of professional education experiences
- Reviews of existing components by component authors
- Program evaluations
- Legislative, Department of Education, and district expectations
- Review and analysis of student and teacher performance data

DESIGN AND DEVELOPMENT

Planning

- The scientifically research-based professional development system is planned, aligned and linked with disaggregated student achievement data, student and instructional personnel needs, school improvement plan needs, annual performance appraisal data for teachers and administrators, annual school reports and district strategic planning.
- The content aligns with the 2017-2018 District Strategic Plan that focuses on Florida Standards, subject matter, content knowledge, teaching methods (high-yield instructional strategies), technology, assessment and data analysis, classroom management, cultural competence.

Delivery

- Professional development is relevant to student achievement objectives and specifies outcome expectations.
- Training incorporates learning strategies that apply knowledge of human learning and change.
- The training is sufficiently sustained to ensure mastery and is delivered through a variety of technologies with sufficient time and dollars appropriated to it.
- Records are coordinated through the Professional Development Department and Professional Learning Learning (PLN).

Follow-Up

- Follow-up methods are identified for each PCS component, upon origination, per FLDOE Professional Development Protocol requirements:
 - 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

Evaluation

Participant Evaluation

To successfully complete a component, the trainer will certify that each participant shows an increase of at least eighty (80) percent of the objectives in a component.

Use of participant evaluation measures must be appropriate for the type of component. Skills-level training is appropriately evaluated by means which allow demonstration of the skills taught. Lesson plans, portfolios, videotaping, audio taping, and/or peer observations may all be used to document performance. Follow-up activities to implement learning may be required in order to receive points.

Component Evaluation

Evaluation at the culmination of a component by each participant is recorded with an electronic survey. The survey reflects the Pinellas County School's Training Standards. Participants report on the presentation, activities, and follow-up need and opportunities. Additionally, participants are to specify the goal of their Individual Professional Development Plan that supports the need for the training and to identify notable content and job-specific application to enhance performance and increase student achievement. This evaluation must be completed online electronically in order to receive component points.

The collected results of the surveys provide a guide to the presenter regarding workshop/district alignment and need for additional training by the participants. The Training Assessment Surveys are reviewed by the session coordinator, in addition to the Schedule/Verification form and the class participation report, in order to close a component.

Program Evaluation

The Department of Assessment, Accountability and Research conducts a formal evaluation of ten (10) percent of the district's major professional development initiatives to determine impact on student achievement.

COMPONENT SUMMARY COMPARISON

In summary

One Hundred and Forty Two(142) FLDOE focus areas are divided into nine (9) categories (see page A1). Content specialists and other administrators have authored components in Sixty eight (68) of One Hundred and Forty Two (142) state-focus areas.

- Lack of components in a specific focus area may not reflect lack of training in that area. A component may include content beyond the indicated focus area; however FLDOE specifications limit the identification of a component to one focus area representing fifty (50) percent or more of the content.
- In the 2017-2018 school year a total of 69,640 training completions were recorded.
- Following national trends in professional development, as defined by the Learning Forward standards, professional development is increasingly experienced through embedded staff development, teacher inquiry and the model of Professional Learning Communities with a focus on Florida Standards, student assessments, teacher performance standards, analysis of student data, and acquisition of new learning.
- The top ten areas of training, representing 46,375 participants, include:

Focus Area	Number of participants
408 Instructional Strategies	23,807
008 Language Arts	3,823
009 Mathematics	3,571
404 Classroom Management and Organization/Learning Environment	2,281
100 ESE Instructional Strategies	2,269
513 School Level Management	1,983
013 Reading	1,877
103 ESE Procedural /Legal Requirements	1,770
414 Physical Mental Health Issues	1,765
503 Diversity/Ethics	1,621
101 ESE Classroom Management	1,598

2018-2019 MIP Projection

During the 2017-2018 school year there were 988 components available for professional learning. We begin the 2018-2019 school year with 520 components available for use.

Major training focuses include:

- Standards-based planning and instruction
- Building content knowledge
- Student Engagement (academic social behaviors)
- High-Yield Instructional Strategies
- Cultural Competence
- Physical Mental Health Issues
- School Safety

Ongoing district mandates:

In summary, PCS will follow national trends in professional development as defined by aligned to the Florida Professional Development Protocol. Data from the teacher instructional framework, analysis of student data and an emphasis on Florida Standards will coordinate together to improve instruction and close the achievement gap which will increase student achievement. In moving forward for 2018-2019 school year, Pinellas County School District will continue to implement face to face session and web based professional learning through the use of Performance Matters Learning Management System.

Appendix A

DOE Focus Area Codes

BASIC PROGRAMS

- 000 Art
- 002 Career Education
- 003 Computer Science/Technology Education
- 004 World 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

EXCEPTIONAL STUDENT EDUCATION PROGRAMS

- 100 Instructional Strategies for students with disabilities
- 101 Classroom Management for students with disabilities
- 102 Assessment for students with disabilities
- 103 Procedural/Legal Requirements
- 104 Working With Aides, Volunteers, Mentors for students with disabilities
- 105 Curriculum for students with disabilities
- 106 Gifted and Talented

CAREER AND TECHNICAL EDUCATION PROGRAMS

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

ADULT/COMMUNITY EDUCATION PROGRAMS

- 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 Career and Technical Education Preparatory Instruction
- 308 Workspace Readiness Skills

STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES

- 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

GENERAL SUPPORT

- 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 – School Level
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services
- 516 Faculty Development
- 517 Instructional Leadership School Level
- 518 School Improvement – District Level
- 519 Professional Learning Standards
- 520 Personnel Evaluation System Implementation

COMMUNITY SERVICES

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

DOE Focus Area Codes**ENGLISH LANGUAGE LEARNERS**

- 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

STUDENT GROWTH

- 800 State Assessments
- 801 District End of Course Assessments
- 802 School Level Assessments
- 803 Learning Goals and/or IEP Targets
- 804 Performance Assessments
- 805 Other

Appendix B



**The School Board of
Pinellas County, Florida**

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