

SCSB

Master Inservice Plan

Sumter County Schools
Preparing the Next Generation Today

2015-16

DEVELOPED IN COORDINATION WITH REGIONS II and IV IMPLEMENTATION 2015-16

SECTION 1 – INTRODUCTION

The Master Inservice Plan is one element of a comprehensive system designed to improve student performance. The intent of the Master Inservice Plan is to achieve national, state and local goals through the provision of a framework for professional growth for all district employees. Through the application of this continuous improvement model, Sumter County Public School students benefit from effective instruction that meets their needs.

Quality professional development provides continuous support for all staff seeking improvement in knowledge, skills, and performance. Through the implementation of this Master Inservice Plan, Sumter County Public Schools will continue to raise the knowledge and skill level of all employees while making certain that highly qualified teachers are available to meet identified instructional needs.

SECTION 2 – RATIONALE

The mission of the Sumter County Public School's Professional Development Council is to facilitate training opportunities for all members of the school community. Acquisition of new knowledge, attitudes, skills, attributes and behaviors promotes the personal fulfillment and lifelong learning of students.

The Office of Professional Development supports this vision by providing a comprehensive system for professional growth that assists the school community in providing stimulating, scientifically research-based, educational activities that encourage and motivate students to achieve at the highest levels and to become active learners.

Our system is based upon the work of Lezotte, Schmoker and Dufour, who have helped us to understand that the accomplishment of this vision of high academic achievement for all students is dependent upon the effective use of data in the context of a community of learners. Additionally, research-based models of professional development (Joyce and Showers) including Hord and Hall's Concerns-based Adoption Model (CBAM), enhance the quality of our work. Our efforts are also greatly influenced through the work of Joelle Killion, Senior Advisor and Past Deputy Executive Director of Learning Forward, a national, membership association for professional learning that results in achievement for every student. Dr. Killion's work enhances the strategies in place that center on strategic, highly effective, teaching methods.

The commitment to high quality staff development as an integral part of school improvement has important implications for the content, process, and context of training activities. The Master Inservice Plan is based upon national standards for professional development. Florida's Professional Development System Evaluation Protocol also provides the methods and protocols needed to conduct ongoing assessments of the quality of professional development in our schools.

The Master Inservice Plan fulfills the requirements of Florida Statutes 1011.22, 1012.98 and 1011.62, and Board of Education Rule 6A-5071 by detailing a Professional Development System that includes:

- alignment with student and personnel needs, determined through multiple data sources;
- professional development activities that focus on professional growth and analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies; rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety;

- professional development activities for school administrative personnel that address skills for effective school management and instructional leadership; and
- Individual Professional Development Plans based on effectiveness and student performance measures.

SECTION 3 – MANAGEMENT

In order to impact student achievement, professional development must focus on a common vision. The Sumter School District clearly defines the actions, responsibilities, and communications necessary for coordination and review of professional development for all employees.

Role of the District

The responsibility for the management of professional development activities in the School District of Sumter County lies primarily with the District Office of Professional Development under advisement of the Professional Development Council (PDC). Activities include the following:

- the development and annual review of the Master Inservice Plan;
- the coordination of in-service processes related to planning, learning, implementing, evaluating and reporting to include:
 - the review of training needs as identified by the district needs assessment and school improvement plans;
 - the identification and provision of inservice activities for school administrative personnel that address updated skills for effective school management and instructional leadership;
 - the development and monitoring of inservice components focused on subject content and teaching methods as related to the Next Generation Sunshine State Standards and Common Core Standards, assessment and data analysis, classroom management, differentiated instruction, technology, family involvement, and school safety;
 - the provision of training in instructional materials supporting new district adoptions during the first two years of their application;
 - the coordination of professional development opportunities offered throughout the county;
 - the awarding of inservice points as indicated by verified records of participation in professional development activities related to an approved inservice component;
 - the provision of structures for the development, monitoring and evaluation of professional development initiatives that are aligned with Florida’s Professional Development Evaluation Protocol;
 - the distribution of district inservice information to all school and district-level personnel;
 - the dissemination of research-based practices and other professional development opportunities that are aligned with Florida’s Professional Development Evaluation Protocol;
 - the development and monitoring of budgets appropriate to meet professional development needs;
 - meeting statutory requirements for the completion of required Florida Department of Education reports regarding professional development;
 - collaborating and communicating with universities/colleges/community colleges serving Sumter County in order to develop and implement programs leading to certification and other professional growth experiences; and
 - collaborating with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.

The work of the Office of Professional Development is based on input provided by the Professional Development Council comprised of teachers, district and school-based administrators, parents, and community college and/or university faculty. This committee provides a forum for the discussion of professional development issues from a variety of stakeholder perspectives so that the professional development system is inclusive.

Role of the School-based Leadership

- Principals are responsible for the development of a school-wide professional development system that addresses the needs of the instructional personnel at the school. It should address school improvement goals, personal growth plans, needs indicated by disaggregated student data, and performance appraisal data. This system should be integrated with and be an essential component of the overall school improvement process and is part of the School Improvement Plan. The school-wide professional development system defines the policies, specific plans, timelines, and facilitators for professional development to be delivered over an extended period of time, usually a year or more.
- Principals, or their designees, work with each instructional employee in developing a personal growth plan.
- Principals, or their designees, provide school-based structures that support and monitor the implementation of each instructional employee's Individual Professional Development Plan.
- Principals, in collaboration with school leadership, facilitate and support a culture that embraces the elements of professional learning communities and lesson study.
- Principals, or their designees, conduct individual evaluation conferences that document that the Individual Professional Development Plan was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.
- School-based professional development representatives understand professional development procedures and Florida's Professional Development System Evaluation Protocol Standards, and are responsible for guidance and assistance to site-based professional developers in order to ensure that the planning, learning, implementing and evaluating of training are aligned with state and district quality expectations.
- School-based professional development representatives document completion of professional development activities and provide verification of participation to the district office according to district timelines and procedures.
- Principals, assistant principals, and assistant principal interns document professional development through the use of Sumter's Leadership Appraisal Matrix and Professional Growth Plan for Deliberate Practice. Each develops goals that encompass school improvement, professional, and personal growth.

Role of Each Employee

- Each employee acts as a model of lifelong learning by demonstrating an attitude of openness to innovation, ethical behavior, and a willingness to continually improve his or her professional practice.
- Each instructional employee develops and implements an Individual Professional Development Plan based on teacher effectiveness and student performance measures.
- Each instructional employee implements newly learned strategies with his or her students and participates with other members within the professional learning community to continually refine this implementation so that student achievement is increased.
- Each instructional employee monitors student achievement related to his or her professional development and documents results.

SECTION 4 – ORGANIZATION

Needs Assessment

The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement on standardized test scores and data from other sources, including, but not limited to:

- Additional Indicators of Student Achievement
- Personnel and Parent Surveys (school environment)
- School Discipline Data
- School Improvement Plans
- Annual Performance Appraisals
- District Priorities
- Federal, State and Local Mandates

Based on this needs assessment, the Office of Professional Development generates in-service components that provide for research-based professional development aligned with Florida's Professional Development System Evaluation Protocol.

Targeted participants of specific professional development activities are determined by the following:

- State and Federal Requirements
- Individual Professional Development Plan Results
- SACS Reports
- Final Performance Appraisal Results
- District Strategic Plan
- Audits

In making decisions regarding which professional development activities should be offered for staff, intensified focus is given to needs identified through disaggregated classroom-level student achievement data as well as teachers' previous year professional growth plans and evaluations.

Inservice Components

All professional development activities must be related to an inservice component. Current law (s. 1012.98 (4)(b)(2) F.S.) specifies content areas for professional development supported by local school districts: analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

Components also include each of the elements described in the Race to the Top grant and meet requirements of Florida's Protocol Standards for Professional Development.

Components are developed using the criteria listed below.

- The component is linked to federal, state, district and/or school improvement goals.
- The component targets the knowledge, attitude, skills, aspirations and/or behaviors of staff as related to the professional development content areas designated in Florida Statute 1012.98.
- The component details specific, measurable objectives related to professional performance and/or student achievement.
- The component includes activities that use learning strategies appropriate to the intended goal applying knowledge of adult learning and change. The activities model effective teaching strategies, practice and feedback and are based on current research.
- The component provides for training that is sufficiently sustained and intense to ensure mastery of the needed skills.
- The component provides for follow-up strategies that ensure sufficient support and assistance. This makes certain the application/implementation of newly gained knowledge and skills.
- The component provides web-based resources, assistance and discussion groups related to the completed training when appropriate.
- The component provides for the evaluation of effectiveness. This evaluation links to student achievement gains where viable and appropriate.

Credit for Professional Development Inservice Points

Employees are awarded one (1) inservice point for every clock hour of participation in a successfully completed professional development activity. While participation is mandatory for credit to be awarded, successful completion of professional development includes the learning and application of new knowledge and skills, changes in work behaviors and attitudes and finally, aspiring to additional learning. The Office of Professional Development gives final approval for inservice points awarded.

In order for component inservice points to be recorded for an employee, applicable forms must be completed and submitted to the Office of Professional Development by the school-based staff development contact or by the individual completing approved independent studies. Using the AS400 system, the district maintains up-to-date records for all professional development including certification and inservice points for all employees.

Inservice points may be used for the following:

- Add on Certification
- Alternative Certification
- Florida Educator Certification Renewal
- Other Certificate/License Renewal
- Professional/Skill Building
- Maintaining Employee Records of Continual Training and Updating
- Incentive Programs
- William Cecil Golden Leadership Professional Development
- District Leadership Professional Development

SECTION 5 - IMPLEMENTATION OF THE SYSTEM

Sumter County's professional development system provides opportunities for professional growth in the knowledge, attitudes, skills, attributes and behaviors of all district employees. Florida's Professional Development System Evaluation Protocol serves as a specific guide for the implementation of professional development for employees as detailed below.

Planning (Instructional Personnel)

For instructional personnel, the Individual Professional Development Plan is the foundational document for the planning and implementation of meaningful professional development that impacts student achievement. Based on teacher effectiveness and student performance measures, the Individual Professional Development Plan will be created collaboratively between the school administration and instructional employee.

Planning (Administrative Personnel)

Based on current needs, student performance outcomes, legislation and principal leadership standards, district and school administration jointly establish goals and expectations at the beginning of each school year that address school improvement, professional development and personal growth. These are recorded on the Professional Growth Plan for Deliberate Practice and validated through the Leadership Appraisal Matrix.

Planning (Non-instructional Personnel)

Completed by departments/schools and based on needs driven internally or externally, planning professional development for non-instructional employees includes goal achievement tied to a diversity of training options such as: orientation, on-the-job specific duties and responsibilities, certification/licensing courses, updates, technical assistance, coaching and mentoring, off-site participation, local presentations, web-based, contract service provider, and cohort membership. Depending on the goal, individual/group and needs to be addressed, the most effective service mode is determined.

Learning (Instructional, Administrative and Non-instructional Personnel)

In seeking to be sensitive to multiple learning styles and preferences, the school district utilizes delivery models for professional development that include:

- Workshop
- Interactive Electronic
- Non-Interactive Electronic
- Professional Learning Communities
- Lesson Study

- Action Research
- Independent Study

Implementing (Instructional, Administrative and Non-instructional Personnel)

Effective professional development includes follow-up in order to ensure successful use of concepts learned through professional development. When appropriate, participants are provided support as they implement the new skills and knowledge in their work settings. Web-based resources and assistance may also be offered as follow-up support. Documentation of the implementation of the knowledge and skills learned in training may be in the form of any of the following:

- Structured Interview w/ Participant
- Structured Interview w/ Parents of Student
- Structured Interview w/ Participant's Supervisor
- Structured Interview w/ Participant's Students
- Product
- Direct Observation
- Student Test Data
- Student Work Samples
- Demonstration
- Fidelity Review
- Audit
- Testing
- Record Keeping/Reporting
- Survey
- Electronic Interactive/Non-interactive Documentation

Evaluating (Instructional, Administrative and Non-instructional Personnel)

The District monitors professional development data to make certain that activities are aligned with Florida's Professional Development System Evaluation Protocol and Learning Forward's national standards for professional development. As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional development programs.

Within the district professional development system, quantitative and qualitative data are collected on three levels based on the following evaluation questions.

- Did individual participants learn and implement effective strategies aligned with program objectives?
- Were professional development activities aligned and delivered in such a way that identified needs were effectively addressed?
- Did the professional development component/initiative contribute to increases in student achievement?

In order to ensure continuous improvement, the district encourages summative study of major professional development through formal program evaluation including the following:

- Participant's Reactions (*Satisfaction*)
- Participant's Knowledge (*Knowledge acquisition*)
- Organizational Support and Change (*Implementation context*)
- Participant's Use of New Knowledge and Skills (*Utilization*)
- Student Learning Outcomes (*Accomplishment of specified achievement goals*)

Through this comprehensive study, decisions can be made regarding program continuation, revision and/or elimination. Additionally, this broad review assists decision makers in discovering any unintended outcomes that may be related to professional development programs.