Reading: HB7069- School Improvement: Inservice Vouchers

COMPONENT NUMBER: 2-013-079

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (079)

POINTS TO BE EARNED: **120 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide the opportunity for personnel to attend out of county Reading conference(s)/workshops with job related content from multiple sources in the use of explicit, systematic and sequential approaches to reading instruction, developing phonemic awareness and implementing multisensory intervention. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:

Participants will be able to:

1. Explain and incorporate the use of explicit, systematic and sequential approaches to reading instruction
2. Explain and incorporate the use of developing phonemic awareness.
3. Implement multisensory interventions.

LEARNING PROCEDURES (Methods):
> **I: Job Embedded Workshop**
> **B: Electronic, Interactive**

- **WHAT** will occur during this professional development component delivery?

A voucher must be completed through the electronic voucher system in MyPD after the participant has attended the activity away from the school site. Documentation such as an agenda or certificate of completion must be used as documentation for attendance or participation.

- **HOW** will the experiences be provided to participants during this delivery?

Under the direction of a school-based administrator participants may, with prior approval, attend Reading workshops/conferences either away from their school site or online and earn Inservice credits for successful completion or attendance. Webinars and other online coursework may also be included in this component.

IMPLEMENTATION/MONITORING PROCEDURES:
> **N: Independent Learning**

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants are expected to come back to their school site and share their new knowledge with colleagues. In addition, any new knowledge that can be used with their students should be implemented in their classroom.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

The participant should take advantage of the support from the organization which offered the conference, webinar, course or other training.

IMPACT EVALUATION PROCEDURES:

Staff A: Changes in instructional or learning environment
    B: Change in instructional leadership
    C: Changes in student services/support services
    D: Other changes supporting effective implementation of job responsibilities

Student   Z: Did not evaluate student outcomes due to absence or reliable, valid or measurable data

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

Participants are asked to attend conferences and other training opportunities that are provided by a state or national organization that they are familiar with to ensure quality information.

  - **Increasing Educator Knowledge?**

Participants are encouraged to keep a portfolio of information learning at the training opportunity and reflect on this new information while sharing it with their colleagues.

  - **Changing Educator Practice?**

Participants are asked to reflect on their practices before and after the training and compare them to see if they have made changes to their teaching practices.

  - **Improving Student Outcomes?**

We did not evaluate student outcomes due to absence of reliable, valid or measurable cause and effect relationship between the professional development and impact on students.

Date approved: 7/22
Department: OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date:

Reading HB7069 College Coursework-Content

COMPONENT NUMBER: 2-013-080

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (080)

POINTS TO BE EARNED: 60 **maximum points per year**
DESCRIPTION:

- Teachers who currently hold a valid Florida teaching certificate may turn in college coursework as evidence of Inservice for renewal purposes. Hours will be recorded not to exceed the maximum number of hours per year.
Quarter hours = 13.3 Inservice hours per credit hour
Semester hours = 20 Inservice hours per credit hour

    SPECIFIC LEARNER OBJECTIVES:
    Identify the priority study and/or on-the-job implementation outcomes.
    The specific objectives should identify the following (in the use of explicit, systematic and sequential approaches to reading instruction, developing phonemic awareness and implementing multisensory intervention. are based on the college course syllabus and determined by the individual teacher based on their teaching credentials.

    LEARNING PROCEDURES (Methods):
    A: Knowledge Acquisition Workshop
    B: Electronic: Interactive

    WHAT will occur during this professional development component delivery?
Participants will attend college courses either virtually or at a local university/college.

- **HOW** will the experiences be provided to participants during this delivery?
Courses may be taken online or in a face-to-face classroom setting.

IMPLEMENTATION/MONITORING PROCEDURES:
   N: Independent Learning
   P: Participant Product Related to learning
   R: Electronic-interactive with on-going monitoring and feedback

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
When college coursework is intended for conversion into Inservice points, the participant should provide an unofficial transcript to the Office of Professional Learning for verification and approval.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
The Office of Professional Learning will provide assistance to help the participant understand which documentation will be needed and the process of the voucher system in the MyPD system.

IMPACT EVALUATION PROCEDURES:
   Staff: E- Fidelity of implementation of the professional learning process
   Student: Z- Did not evaluate student outcomes due to absence of reliable relationship

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

Participants must pass the class and receive full credit to receive Inservice points.

- **Increasing Educator Knowledge?**

Participants must pass the class and receive full credit to receive Inservice points.

- **Changing Educator Practice?**

Participants must pass the class and receive full credit to receive Inservice points.

- **Improving Student Outcomes?**

There is no measurable or reliable cause and effect relationship between this learning and impact on students.

Date approved: 7/22
Department: OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date:

ESE: SB1108 BEE Integrating Student Services for Inclusive Schools

COMPONENT NUMBER: 2-100-101

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (101)

POINTS TO BE EARNED: maximum points per year
DESCRIPTION:

This course is designed for state and district student service personnel, college and university trainers, pre-service professionals, and other educational stakeholders to gain a basic understanding of the integrated role that student service personnel play in ensuring positive student outcomes for students with disabilities in Florida schools. The course provides participants with knowledge and skills related to the integrated role of the student services professional in the advancement of all students, including students with disabilities. Collaborative support efforts within the school, alongside families, and through the community while also incorporating and supporting students with disabilities in inclusive settings will be discussed. Much emphasis will be placed on how effective participation in data-based problem-solving within a multi-tiered system of supports can positively impact student outcomes.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.
Upon completion of this course, participants will understand or be able to do the following: ● Establish a current and accurate knowledge base about students with disabilities required to effectively contribute to integrated services for all students. ● Accurately define the meaning of inclusive schools and describe, from a student services perspective, how to make a meaningful impact. ● Explain the necessity of contributions of student service professionals to a collaborative, integrated school culture for student success. ● Explain how to integrate student services expertise to provide effective leadership at the school and district levels to benefit all students, including those with disabilities. ● Recognize the important contributions that student service professionals make to school-based problem-solving teams to ensure every student succeeds.

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, collect required written reflections in the provided participant Course Workbook and pass a final assessment with at least 80% accuracy.

- **HOW** will the experiences be provided to participants during this delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will be provided a digital copy of the Course Workbook which they can complete digitally or print out and complete in a handwritten format as they work through the course. ● KEY ISSUES to be included in participant implementation agreements: Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the reflections captured in the provided Course Workbook and a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
S: Electronic, Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment practices implemented in the classroom progress

- **What criteria will be used to evaluate the impact of the component on:**

        o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

        o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

        o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

        o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/22
Department: FDLRS
Name(s) of Component Author(s): TWood
Date approved:
Revision Date:
Reason: new

ESE: SB1108 FDLRS Building Inclusive Schools

COMPONENT NUMBER: 2-100-102

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (102)

POINTS TO BE EARNED: **10 maximum points per certificate**

DESCRIPTION:

This course presents a brief historical evolution of inclusion for students with disabilities leading to legislative actions, current state education agency and national data, and indicators of inclusive practices. Beginning with a vision of inclusion, school leaders can build an inclusive school culture using growth mindset, person-first language, and collaboration to enact student-centered decision-making for diverse learners, including students with disabilities. Information and resources are shared to establish a solid foundation of universal instruction, including High Leverage Practices (HLPs), Multi-Tiered Systems of Supports (MTSS), Positive Behavior Intervention Systems (PBIS), Universal Design for Learning (UDL), and social and emotional learning. The use of collaborative teaching approaches through in-class service delivery models in general education settings as part of a continuum of alternative placements helps provide specially designed instruction and supports, including accommodations and modifications for students with disabilities in order to implement their Individual Educational Plan (IEP) in the least restrictive environment. Additionally, information about peer support is provided and emphasized to enhance outcomes for students with and without disabilities. This course also emphasizes identifying and planning for ongoing supports to continue to build inclusive practices, job-embedded professional development and in-school experts on inclusive practices to allow for implementation and consistent use of evidence-based strategies.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

Topic 1: How Inclusion has Evolved for Students with Disabilities

· Consider the evolution of educational beliefs regarding individuals with disabilities.

· Identify key legislation that impacts outcomes.

· Define the elements of inclusion.

· Compare state education agency and national data regarding educational environment for students with disabilities.

· Explore how to plan for improvements using indicators of inclusive practices through a school or district self-assessment.

Topic 2: Leadership and Decision Making

· Explain how schools can establish a vision of inclusion.

· List ways to encourage a growth mindset.

· Model the use of person first language.

· Describe components of a respectful school culture.

· Explore ways to increase collaboration.

· Identify examples of student-centered decision-making.

Topic 3: Components of Universal Instruction

· Explain how a solid foundation of universal instruction for all students benefits diverse learners, including students with disabilities.

· Apply problem solving strategies such as HLPs to identify instructional needs of students.

· Identify experts at school who can provide professional development and technical assistance for MTSS, PBIS, UDL and inclusive best practices.

· Consider the impact that social and emotional learning programs have on schools.

· Use the provided resources to extend learning about effective practices and universal instruction for all students.

Topic 4: Specially Designed Instruction and Supports
· Define specially designed instruction.
· Describe examples of specially designed instruction.
· Identify instructional supports that can benefit students with disabilities.
· Define in-class service delivery models.
· Explain collaborative teaching partnerships.
· Describe collaborative teaching approaches and the benefits for learners
· Envision ways to utilize data to ensure needs are met in the least restrictive environment for students with disabilities.
Topic 5: College Career and Life Ready
· Identify possible ongoing support in processes within schools and communities.
· Consider the types of job-embedded professional development that are available.
· Recognize potential or designated in-school experts on inclusive practices.
· Identify local programs for students with disabilities ages 18 - 21 at colleges and technical centers.
· Monitor personal progress in addressing a school's priority BPIE Assessment indicators.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition
  C: Electronic, Non-Interactive

- **WHAT** will occur during this professional development component delivery?

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visits to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

- **HOW** will the experiences be provided to participants during this delivery?

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant product related to training
  S: Electronic, Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above): Each participant will complete one or more of the following component activities:
    - Audio recordings, flip cards about inclusion and person first language, selection of true statements, expanding boxes for additional information on specific topics, multiple choice questions about specially designed instruction.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
  Staff A: Changes in instructional or learning environment practices implemented in the classroom
  Student F: Other performance assessments

- **What criteria will be used to evaluate the impact of the component on:**

    - **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

- **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

- **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

- **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/222

Department: FDLRS

Name(s) of Component Author(s): TWood

Date approved:

Revision Date:

Reason: new

Grant Writing

COMPONENT NUMBER: 7-506-001

Function: Management/Leadership/Planning(7)
Focus Area: General Support Services/Unclassified (506)
Local Sequence Number(s): (001)

POINTS TO BE EARNED: 30 **maximum points per year**
DESCRIPTION:

This component provides teachers with the knowledge they need to write grants for their classroom and school. The objectives covered in the training will increase their knowledge of the grant writing process and provide the support they need to submit grants that will be accepted by various organizations.

SPECIFIC LEARNER OBJECTIVES:
1. Write clear and organized requests to a particular organization or funding agency.
2. Persuade reviewers to provide you with support.
3. Bring in extra money directly into the classroom or district that supports literacy, STEM, technology, curriculum, equipment, materials, or staffing.
4. Discover new ways to expand their instruction and engage their students.
5. Identify funding opportunities from specific organizations or agencies that correlate with classroom needs.

LEARNING PROCEDURES (Methods):
    A: Knowledge Acquisition
     I: Job-Embedded Workshop
    B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visits to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

- **HOW** will the experiences be provided to participants during this delivery?
The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom
   Student D: Observation of student performance
         B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

   o **Specific Learner Objectives?**
The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

   o **Increasing Educator Knowledge?**
Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

   o **Changing Educator Practice?**
Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

   o **Improving Student Outcomes?**
Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/22
Department: OPL
Name(s) of Component Author(s): Michael Knowlton
Date approved:
Revision Date:
Reason: new

ESE: BEE Child Outcome Summary Process

COMPONENT NUMBER: 9-103-001

> Function: Student Growth/Achievement/Success (9)
> Focus Area: Procedural/Legal Requirements (103)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: 10 **maximum points per year**
DESCRIPTION:

This course focuses on the requirements and components of the Child Outcomes Summary Process in relation to federal and state guidelines. Additionally, information and resources are provided to assist staff in optimizing their participation in the COS process by applying their knowledge of children's development to the three COS outcome areas. The course further emphasizes the use of information gathered during the completion of COS to inform team and family members of children's use of functional skills and needs for support. In addition, this course emphasizes collaboration in gathering information from multiple sources, with emphasis on including families.

SPECIFIC LEARNER OBJECTIVES:
Topic 1: Overview of the COS Process
· Recognize the federal and state regulations for gathering data and reporting child outcomes measurements
· Recognize and describe the three child outcome areas.
· Identify the components of the Child Outcomes Summary process as they relate to the assignment of ratings based on the comparison of a student's current functioning across setting and situations to age-expected skills.
· Recognize and describe the importance of the use of multiple sources of information during a team process of data collection.
Topic 2: Definitions and examples of the three child outcome areas
· Recognize and describe functional skills included in the breadth of the following child outcomes:
    o Social emotional skills, including relationships
    o Acquisition of knowledge and skills
    o Taking action to meet needs
· Recognize examples of functional skills for young children and distinguish the use of functional from discrete skills.
· Identify examples of atypical or challenging behaviors that might impact a student's functional use of skills.
· Identify incidences and circumstances in which a student might be observed to exhibit a skill across situations and settings.
Topic 3: Gathering information from multiple sources
· Identify strategies for gathering information related to functional skills across settings and situations from family members, as well as others who interact with and know a student.
· Identify and describe effective documentation based on observations of the functional use of skills.
· Identify characteristics of objective as opposed to subjective observations and reporting of skills.
· Recognize the roles of and the importance of gathering information from those who are familiar with a student
Topic 4: Information related to COS for entry purposes
· Examine and identify information from an initial evaluation report according to the related child

outcome.

· Examine an initial evaluation report and identify examples of functional skills that are described in the report.

· Describe strategies for gathering information related to a child's functioning across situations and settings from family members and childcare providers.

Topic 5: Information related to COS for exit purposes

· Identify possible multiple sources of information that are commonly available during the COS Exit process.

· Recognize methods of progress monitoring and identify practices for developing systems of progress monitoring.

· Identify information that can be gathered from the multiple tiers of support and monitoring such as those listed below:

    o Core universal instruction and support

    o Targeted supplemental interventions and supports

    o Intensive individualized interventions and supports

· Recognize opportunities within the activities and routines of an early childhood program to observe and document students' functioning and skill development, including needs for support

Topic 6: Continuum of skill development and age-anchoring

· Identify the continuum of skill development associated with functional skills in the three child outcome areas.

· Based on examples that include students' ages and observed functioning, identify skills on the developmental continuum (FELDS) and indicate the level of observed skills as age-expected, immediate foundational, or foundational.

· Recognize descriptions of skills as they relate to observations across situations and settings.

· Identify and describe strategies for including multiple sources of information to inform the age-anchoring process.

Topic 7: Guidance tools to inform assignment of COS ratings

· Demonstrate the use of the Decision Tree for Summary Rating Discussions from examples of students' age-anchored skills.

· Describe the importance of observations of functioning across situations and settings to inform ratings.

· Demonstrate the use of the COS Rating Guide in conjunction with the Decision Tree for Summary Rating Discussions based on examples of students' age-anchored skills.

Topic 8: Guidance for completing the Child Outcomes Summary form

· Demonstrate knowledge of the completion of the COS form, including documentation of student demographics, methods of family input, and sources of information.

· Identify examples of evidence of skills at age-expected, immediate foundational, and foundational levels and relate the evidence to the assignment of ratings.

· Recognize circumstances which require documentation of "Concerns" as well as of "progress and acquisition of skills."

LEARNING PROCEDURES (Methods):
       A: Knowledge Acquisition
       C: Electronic: non-interactive

• **WHAT** will occur during this professional development component delivery?

Participants are expected to complete segments of required presentations provided in online materials included in each course unit. Participants are required to complete a post-learning knowledge check at the

end of each unit and a post-assessment at the culmination of the units. Participants are required to complete a follow-up case study activity at the conclusion of the course, then submit completed forms related to the Child Outcome Summary process using a provided link.

- **HOW** will the experiences be provided to participants during this delivery?

Participants are expected to complete segments of required presentations provided in online materials included in each course unit

IMPLEMENTATION/MONITORING PROCEDURES:
S: Electronic: Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
Staff A: Changes in instructional or learning environment practices implemented in the classroom
D: Changes in practices supporting effective implementation of job responsibilities
Student F: Performance assessments that impact students' learning objectives
G: Did not evaluate student outcomes because "staff performance" is more relevant

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  - **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  - **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/22
Department: ESE: BEE
Name(s) of Component Author(s): MRobey
Date approved:

Revision Date:

Reason: new