Professional Development System
2019-2020

Tim Wyrosdick

Superintendent

Michael Thorpe

Director

Contents

Introduction and Purpose

Florida Statute 1012.98 requires that districts develop and submit a professional development system for approval by the Department of Education on an annual basis. "The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce."

Our District's Professional Development System focuses on disaggregated student data identified at the individual educator, school, and district level. Mentor Teachers, Reading Coaches, Math Coaches, Academic Intervention Specialists, TIP Teacher Leaders, Technology Integration Coaches and other district identified teacher leader groups are continuously trained and supported at the district level to provide each school community with on-site professional development and intervention strategies that addresses their specific needs. Every attempt is made to provide funding or district resources to fully address identified needs that are based on current research strategies. In many instances, district budgets are pooled to enable effective and efficient professional development delivery for all stake holders.

Focus on College and Career Ready Students

Santa Rosa District Schools has long been committed to quality professional development for teachers, support staff, and administrators that promotes proficiency improvements of individual educators and school-based teams by providing a Pre-K-12 learning environment and instructional supports that results in college and career ready students. This system works to reflect our commitment to the philosophy that all personnel can and should work to improve their performance on a continual basis, based on student data, school improvement data, certification needs, and teacher improvement needs. The district shall focus on fidelity of implementation of priority initiatives and other major district systems designed to result in student success through an emphasis on:

- Standards-based instruction
- Instructional strategies
- STEM/STEAM strategies

- Contemporary research-based instructional practices for improving student engagement, rigor, and persistent effort to master academic standards.
- Contemporary research-based leadership practices for improving instructional leadership and faculty development.

This system is comprised of what we actually do and includes school-based learning cultures, organizational supports, and deliberate practice promote professional learning and align with the district's vision for college and career ready students.

The Professional Development System designed for our district integrates the Administrative and Instructional Evaluation Systems with the Professional Learning Catalog. In alignment with state and national Professional Development Protocol, the Administrative and Instructional Evaluation Systems are aligned with Individual Professional Development Plans (MyLearning Plan). All Individual Teacher and Administrator Professional Development Plans are aligned and linked with student and personal needs, based on appropriate data sources. MyLearning Plan clearly identifies the goal(s) set, deliberate practice, and professional development needs. An outcome/action research statement finalizing the MyLearning Plan will provide a means to help make correlations regarding the impact of professional development on student learning and identify further professional learning needs for each employee. Each employee will maintain a portfolio that contains data sources documenting beginning and ending data for a minimum of three years. The portfolios are maintained electronically on the MyPD system provided by the district. Professional development for all instructional personnel should clearly relate to specific student performance data for currently assigned students, School Improvement Plan (SIP) or District Strategic Plan goals. Learning opportunities at school sites and the district level, both face to face and online provide for professional collaboration that encourages teachers to participate in such as learning communities, lesson study, action research and mentoring and coaching. Each of these collegial practices helps to align the work being done and provide clarity that points back to the mission of "college and career ready students."

Priority Shifts in Professional Development

Santa Rosa District Schools' professional development system is a detailed plan for teachers, administrators and district leaders to focus on individual growth and success of school improvement and district initiatives. We are creating a paradigm shift in teacher and administrator reflection as they focus on deliberate practice and reflection of their own teaching as a part of MyLearning Plan. Teachers and administrators begin the year by describing their professional learning plan which includes both a student achievement and professional growth goal, identifying their need for specific professional development and the correlation to student achievement. Teachers and administrators reflect mid-year on professional development taken thus far and provide feedback to the district on professional development needs. Additionally, this reflection provides a time for teachers and administrators to identify how the professional learning has impacted student performance and the changes in teacher practice that has occurred. As teachers reflect mid-year, they are able to adjust their professional learning to help them meet their student achievement and professional growth goals.

The school-based focus of professional learning has broadened to incorporate collaborative job-embedded training for teachers and administrators. PLCs, Lesson Study and Action Research will continue to be a natural part of the work-day. Online, collaborative learning opportunities bridge the gap between knowledge acquisition workshops and team collaboration. Administrators are collaborating with teachers and district professional development leaders to focus on data driven professional learning needs. Instructional strategies, Florida Standards as they relate to Marzano's Teaching strategies, and STEM/STEAM strategies continue to be the focus for district-wide professional learning. The goal being meaningful job-embedded professional learning that focuses directly on teacher and student classroom needs. The shift in professional development will be ongoing as teachers continue to incorporate these empowering job embedded learning opportunities into their My Learning Plan and strive to build a deeper understanding of the state standards.

Capacities Employed in the Professional Development System

Santa Rosa District Schools builds a professional learning culture in each school by equipping administrators and teacher leaders with the knowledge and skills to provide effective job-embedded professional learning opportunities. The fidelity

of implementation of statutes, State Board of Education (SBE) rules, and district and state initiatives related to student performance and growth, educator proficiency and certification and professional learning is a high priority in Santa Rosa District Schools. Administrators and teacher leaders are kept abreast of the newest professional learning designs to ensure fidelity of job-embedded collaborative learning.

Student achievement and college and career readiness is increased with professional learning opportunities in research-based classroom instructional strategies by Robert Marzano and leadership strategies developed by Douglas Reeves. Florida Standard strategies promote rigor and relevance through standards-based instruction. These strategies are embedded in all professional learning throughout the district to insure proficiency.

The district continues to develop training in specific reading instruction and intervention strategies at both the school and district level to meet the upcoming state requirements for HB7069. Opportunities will be offered at the school level as well as the district level in both the online and face-to-face platform. The district will research and identify any trainings outside of the district which meet the state requirements and provide teachers with information about those opportunities. An on-going list in MyPD of the trainings which satisfy the state requirements for specific reading instruction and intervention strategies will be provided for all teachers. Additionally, the district will create a separate line on PD transcripts to show the current total of points earned for the specific reading instruction and interventions strategies. Vouchers for training received outside of the district which meet the state requirements will be approved by the district Literacy Department prior to awarding the points.

Deliberate Practice is an integral part of the Instructional and Administrative Professional Development Plan and the fidelity of the practice is monitored by district and site-based administrators. These evaluators have been trained in district and state initiatives and state board rules as they relate to student performance, educator proficiency and professional learning. Through routine meetings and classroom observations, administrators can support educators and help provide a learning culture in each school. Teacher leaders are identified and trained as facilitators in research-based strategies throughout the district. These

leaders build a cohort that will in turn train others in collegial practices and support the learning organization and a school-based learning culture.

The TIP (Teacher Induction Program) Teacher Leaders are classroom teachers selected by their administrator to serve as mentors for the new (1-3 year) teachers at their school site. Schools have one TIP Teacher Leader for every 8 new teachers. These TIP Teacher Leaders provide mentorship throughout the school year for daily or weekly support. This on-site access to mentors provides the new teachers with targeted opportunities for support for content, instructional strategies, classroom management and induction activities. TIP Teacher Leaders are also a good resource for new teachers in learning the requirements of teacher evaluations and professional development as well as specific needs for their school site. TIP Teacher Leaders attend district training sessions that provide the guidelines, tools and resources needed to mentor new teachers. This training is scheduled throughout the year to provide district support for the teacher leaders. Inservice hours are awarded to both the mentor and the mentee for the hours spent during the mentoring of new teachers.

District Mentors have been placed in schools to support the Alternative Certification teachers in our district. These 10 mentors travel throughout the district meeting with their assigned Alternative Certification candidate on a weekly basis. They provide support in classroom management and instructional strategies. District Mentors also facilitate and maintain the records for the state supported Alternative Certification coursework.

The district provides the building blocks for teacher leaders to become new administrators while continuing to provide the current administrators with the necessary tools to move to the district level and begin using their expertise, effort and decision-making for continuous improvement. The teacher leader and administrative trainings include the Florida Educator Accomplished Practices (FEAPS), Florida Principal Leadership Standards (FPLS), the Florida Professional Development Standards and the Code of Ethics of the Education Profession in Florida. The district provides Potential School Leader training which provides teachers the opportunity to learn about the district and state initiatives as well as the necessary steps to becoming an administrator in the district.

The district maximizes the work day by creating a common planning time at the beginning or end of the school day for all employees. The district provides a technology infrastructure that increases the accessibility and efficiency of professional learning and collegial collaboration through wireless access and updated devices and hardware.

District leaders stay abreast of the state initiatives by participating in state-wide conferences and meetings such as the Florida Association of District School Superintendents (FADSS), Learning Forward Florida (LFFL), Florida Association of Media Educators (FAME) and other DOE supported webinars and meetings. The district has an annual Administrative Conference at the beginning of the year with monthly follow-up sessions throughout the year. These learning opportunities provide all administrators with leadership strategies that promote rigor and relevance through standards-based instruction.

Deliverables for the Professional Development System

The deliverables of the Professional Development System can be found in the electronic records in the MyPD system. Employee professional development plans are created and stored in MyPD. All professional learning opportunities are recorded in the MyPD system. District provided training is announced and recorded using this system. Educators may request inservice for training taken outside of the district through the MyPD system using the electronic Voucher process. Educators tie their professional development to their MyLearning Plan through this portal. Educational resources are available online to assist teacher with implementation of new skills.

Course implementation and evaluation data is collected in the MyPD system. District professional development leaders generate reports to ensure the fidelity of implementation and impact. School leaders generate reports on the implementation and reflection recorded in the professional development plan to maintain a targeted focus of learning. Both district and school leaders further generate reports and monitor teacher professional development needs or completion status of professional learning deliverables. These reports and review of the completed trainings and deliberate practice allow schools and the district to make purposeful decisions in the future as to the relevance of learning opportunities.

Development Process

The Professional Development Advisory Council meets regularly throughout the school year to discuss professional development concerns and new items for consideration in this document. Through presentations and discussion, the council members advise the district on changes and additions to the Professional Development System.

The Professional Development Advisory Council (PDAC) is comprised of five teachers, three educational support staff and an administrator from each grade band of elementary, middle school and high school. These members are chosen by their peers through an online election process held at the end of each school year. This process allows all employees to participate in every step of the election process from nomination through voting. Community colleges, state universities, union representation, business and community representatives are invited to send a representative to sit on the council. District staff from each of the instructional departments are appointed to the council to provide information that is timely and specific to what is happening in the district. The Santa Rosa District Schools Professional Development System with the Professional Learning Catalog embedded are State and School Board approved annually.

Major Components of the System

Planning

All professional learning activities offered by the district are planned using research-based models of professional learning. The training is facilitated by qualified teachers or administrators to insure high-quality professional learning. Professional learning that impacts student performance or extends 10 hours or more requires that teachers complete an implementation of skills learned in the training. The courses are monitored and evaluated by the facilitator to ensure the fidelity of impact and implementation. The district MyLearning Plan includes a step for teachers to reflect on their professional learning during the year and address the impact on student performance as well as the changes created in their teaching methods.

My Learning Plan for Teachers (Appendix A)
My Learning Plan for Administrators (Appendix B)

District and School-Based Facilitators are trained to integrate general teaching strategies, Florida Standards, and Marzano's research-based strategies into all workshops. ESOL and ESE strategies will be embedded into workshops whenever applicable.

Data sources used to determine which professional development will be offered in the district will include, but are not limited to:

- Student achievement data
- Teacher learning needs survey
- District initiative plans
- School discipline data
- School environment surveys
- School Improvement Plans
- Teachers Learning Plans
- Appraisal data for personnel

The school-based administrators should work with the school's leadership team, Inservice Representative, and district coordinators to plan and implement school-based inservice activities that are required to meet individual and school-wide professional learning goals.

Professional development, used for the My Learning Plan goals, should be completed between May 1 of the previous school year and April 30 of the current school year. This provides for summer training to be implemented during the next year. Sustained trainings should be finalized before the May 1 deadline to ensure participants have enough time to implement new skills in the classroom.

Santa Rosa District Schools ensure that all trainings have a recorded primary purpose to identify for whom the training is created. State codes allow for the following areas:

- **Add-on Endorsement**
- **Alternative Certification (Professional Development Certification Program)**

- **Florida Educator Certificate Renewal**
- **Other Professional Certification/License Renewal**
- **Professional Skill Building—Non-Instructional**
- **Approved District Leadership Development Program**
- **No certification, job acquisition or retention purposes**

This coding is recorded on the course information inside the MyPD system and will be reported to the state during the Survey 5 reporting.

Learning

It is the belief of the Santa Rosa District Schools that administrators, teachers and support personnel are essential to the educational process of our students. Therefore, we plan for and provide appropriate training for personnel as budgetary decisions are made. Notice of approved district-wide training activities will be announced to all schools and work locations so that as many personnel as possible can take advantage of all Inservice offerings. A calendar of district scheduled trainings will be posted in the MyPD System.

Though educational support personnel do not have professional development plans, they may receive training in any of the state approved areas. Educational Support Personnel are included in MyPD and all training attendance is documented. Educational Support Personnel have access to the professional development calendar and are encouraged to attend relevant training sessions.

Mentor Teachers

The district recognizes the importance of coaching and mentoring for teachers in training, newly hired or teachers changing positions, as well as teachers who might be struggling in their subject area. To ensure that the teachers placed in supervisory coaching and mentoring positions are qualified in that role, the following items should be validated by their immediate supervisor prior to placement.

1. Mentor has taught five or more years in Santa Rosa District.
2. Mentor has received highly effective or effective ratings (exceeds/meets expectations) for the past three years on their annual evaluation.
3. Mentor has a good attendance record.
4. Mentor has been recommended by their principal/supervisor to serve as a supervisor/mentor.

Site-Based Training

Administrators are encouraged to bring trainings to their school site to provide access for more personnel. District based coaches and specialists in the areas of reading, math, science, technology and academic intervention are available to provide training at a school-site throughout the school year. These district-based trainers will use teacher needs surveys to coordinate and schedule the appropriate trainings with administrators.

District Training

The district provides substitutes for teachers who need to leave their schools for training and participants are paid a stipend if they attend district offered trainings after school hours or during the summer. Online courses are provided as an alternative in many instances. District trainings will focus on the following state approved areas:

- Reading
- State Standards, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family involvement
- School safety

Santa Rosa District Schools ensure that all trainings have a recorded learning method to identify how the training will be offered to participants. State codes allow for the following areas:

- **Knowledge Acquisition Workshop** (limited to knowledge transmission/training focused on understanding the component's content)
- **Electronic- Interactive** (facilitation supporting development/application on the job)
- **Electronic-Non-Interactive** (knowledge transmission/training but no job embedded implementation supports)
- **Learning Community/Lesson Study Group** (job-embedded collegial support processes are core learning delivery method)

- **Independent Inquiry** (Included for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- **Structured Coaching/Mentoring** (May include one-to-one or small groups instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- **Implementation of "high-effect" practice(s)** (monitored with structured feedback from peer, coach or supervisor)
- **Job Embedded Workshop** (training, event or process focused on modeling and supporting new/improved practices being successfully demonstrated on the job)
- **Deliberate Practice** (learning processes embedded in deliberate practice growth targets or individual professional development plans, Leadership Development Plans, or School Improvement Plans)

This coding is recorded on the course information inside the MyPD system and will be reported to the state during the Survey 5 reporting.

Implementing

Implementation (follow-up) activities should be completed for all sustained training. Santa Rosa District Schools identifies sustained training as training that occurs over multiple sessions (targeting a specific area or program which lasts 10 or more hours) Shorter training sessions that have a direct impact on student performance also require implementation activities.

Prior to each Inservice activity, the consultant should plan an implementation activity whereby the employee is expected to apply the knowledge and skills learned in the training to impact student achievement. Implementation and follow-up shall be identified as one of the following items for survey 5 reporting:

- **Structured Coaching/Mentoring** by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (mentoring/feedback on the learning-may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- **Independent Learning/Action Research** related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)

- **Collaborative Planning**- Monitoring and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- **Participant Product related to training or learning process** (May include lesson plans, written reflection on lessons learned, audio-video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- **Lesson Study group participation** (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- **Electronic-interactive**- with on-going monitoring and feedback via online or face-to-face facilitation on targeted
- **Electronic-non-interactive**- with learning monitored through online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- **Evaluation of Practice Indicators**- The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning

An implementation project/follow up activity will be completed by each participant within a month after the face-to-face training and recorded in MyPD. All follow-up and implementation information will be embedded in the online offerings to ensure a seamless implementation during course progression. This documentation may include, but is not limited to the following items:
- Professional Development Follow-up/Evaluation
- Projects/ lesson plans
- Classroom observations
- Learning community minutes
- Lesson study documentation
- Action research documentation
- Coaching/mentoring
- Interviews
- Web/electronic resources

- Classroom observation
- Online forums and discussion groups

Evaluating

A minimum of 10% of professional learning programs will be evaluated annually with the guidance of district professional development personnel. An emphasis will be placed on the evaluation of new programs to determine their impact on teacher deliberate practice, and student performance, for program continuance.

Facilitators will use survey data from sustained training that specifically addresses training implementation, relevance of the training, learning strategies employed, and student performance impact. Facilitators use the survey forms to evaluate the training, content, implementation, and as a feedback instrument that indicates which participants may need additional support, follow-up, and assistance subsequent to the training.

Evaluation methods to determine student impact will be recorded in MyPD for survey 5 reporting and will include:
- **Results of national, state or district-developed/standardized student performance measure(s)**
- **Results of school/teacher-constructed student growth measure(s) that track student progress**
- **Portfolios of student work**
- **Observation of student performance**
- **Other performance assessment(s)** (reveal impact on students including learning objectives or behavioral growth e.g., Band, Art, Chorus

Occasionally student outcomes will not be evaluated due to the following:
- **Evaluation method staff is the significantly more relevant measure**
- **Absence of reliable, valid and measurable cause and effect relationship**

Evaluation methods to determine impact on participants will be recorded in MyPD for survey 5 reporting and will include:
- **Changes in instructional or learning environment practices implemented in the classroom or directly with students**
- **Changes in instructional leadership or faculty development practices**
- **Changes in student services/support practices**

- **Other changes in practices supporting effective implementation of job responsibilities**
- **Fidelity of Implementation of the professional learning process** (where impact on job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high-quality professional learning design and specific learning objectives)
- **Changes in observed educator proficiency in implementing targeted state standards or initiatives**
- **Changes in observed educator proficiency in practices that occur generally without students present**

District accepted data sources will include, but not be limited to:
- District developed/standardized student test results
- Results of school constructed student tests
- Portfolios of student work
- Checklists of student performance
- Charts and graphs of student progress
- Analysis of student performance data (outcome statements)
- Portfolios maintained by the training participants
- Documented observation
- Rubrics developed for special area curriculum
- Curriculum alignment data
- Action research
- Lesson study
- Classroom observations
- District Annual Program Evaluations
- Survey Data

The electronic records found in the MyPD system will allow district and school leaders to generate reports on the fidelity of the professional learning. This data will determine the need to continue, modify or stop the professional learning opportunities based on the evidence of effectiveness. New training opportunities will be offered by adjusting and reorganizing school and district practices based on the survey data.

Professional development plans, electronic reports from MyPD and year end meetings with school administrators and staff allow the district to monitor the

fidelity of implementation and the spread of change in practice at the classroom, school and district level. Follow-up Survey data provides insight on relevance of the training, implementation of the skills learned, and impact on student performance as a result of changes made in teacher practices after the training.

Once test data becomes available, the district staff will analyze the test scores and identify training needs. Planning for professional development activities to meet the identified needs will begin immediately upon receipt of test scores at the district level. Directors and district subject area coordinators will further use the school Learning Needs Survey to verify specific site-based training needs as a direct result of the PDP process. Schools may work together to offer similar training, thus providing for better use of available training opportunities. District administrators will identify the funding source when applicable for the activity or request funding from the district professional development funds.

The district Professional Development Director and Professional Development Specialist work with the schools and district departments to annually evaluate district programs. Periodically consultants from regional or state universities provide written program evaluations that may include formal systematic consultation. However, this is not something that is economically feasible for all programs annually.

Even though My Learning Plan goals are no longer marked ongoing from year to year in MyPD, the unmet teacher needs may be addressed on the current year plan. Archived plans are available for reviewing from year to year to allow a continuous process for unmet needs. If a My Learning Plan goal is not met, specific rationale should be indicated in the outcome statement of the plan and readdressed in the next year's goal statement. This does not necessitate an unsatisfactory evaluation for the employee. However, it should indicate a focus area of need for planning.

Evaluation is a continuous and ongoing process throughout the professional development plan. This process allows for ineffective programs and strategies to be eliminated and research-based effective programs to be expanded.
The Evaluating process will consider the impact of programs and strategies on instructional performance as it relates to student achievement and behavior.

District Plan for Inservice Activities

Employees can keep track of their inservice record, Learning Plan and certification needs as well as current and upcoming training opportunities through the MyPD program. Tabs across the top of the MyPD program identify each area and provide teachers and staff with anytime, anywhere access. Employees may also contact the Inservice Secretary for answers to questions about training or inservice records.

The Inservice Office maintains records for all active employees as well as substitutes, inactive, and retired teachers. Inservice activities are available to non-school board employees, space permitting. However, district employees will be given first preference.

Workshops advertised as having a maximum number of participants will be filled on a first-come, first-served basis. Preregistration on MyPD is required for all district inservice activities. Therefore, walk-ins who have not pre-registered are not guaranteed a seat. School Board employees take precedence over non-employees when maximum numbers are reached.

A minimum of 15 participants is generally required for district training activities except in highly specialized areas. Considerations for exceptions to the minimum 15 participant rule may be made if the training is a required training or if the training is of no cost to the district. Workshops advertised as having a minimum number of participants required may be canceled at or prior to the first session if that number is not reached. Cancellation notices will be announced as early as possible.

Professional Learning Catalog

Santa Rosa District Schools' Professional Learning Catalog is developed and maintained for all district employees based on state adopted standards for high quality professional development as required under Section 1012.98, F.S and SBE Rule 6A-5.071, F.A.C.

The Professional Learning Catalog is maintained as a corollary for the district professional development system and provides professional educators, school support personnel and administrators opportunities to participate in effective

professional learning. All trainings offered by the district are aligned with a component in the Professional Learning Catalog. The Professional Learning Catalog is redeveloped and amended as needed to include components that:

- Improve alignment with the purposes of the professional development system.
- Recognize actual improvements in effectiveness resulting from professional learning.
- Support workforce learning needs regarding state and district priorities for student progress toward "college and career ready".

The Professional Development System and the Professional Learning Catalog are annually reviewed and approved by the school board by September 1 to ensure the content, objectives and credit hours meet our ever-changing professional development needs for the educator workforce. The district will submit a letter to the commissioner verifying the approval by October 1 of each year. A component which is developed or modified after the annual approval of the catalog shall be approved as an amendment by the district school board.

The Professional Learning Catalog can be found below.

Professional Learning Standards

Florida's Professional Learning Standards define the core expectations for high-quality professional learning systems and opportunities. They form the foundation for school district professional learning systems and catalogs. There are seven standards grouped into five domains that represent the stages in an improvement cycle.

0   Foundation
    0.1 Leadership- Professional learning requires leaders who develop capacity, create support systems and advocate for professional learning to continually improve educator practice and student outcomes.
1   Needs Assessment and Planning
    1.1 Professional Learning Needs- Professional learning includes the use of student, educator, and system data to analyze, prioritize and plan for continuous improvement of educator practice and student outcomes.

1.2 Professional Learning Resources- Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

2   Learning

2.1 Learning Outcomes- Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

2.2 Learning Designs- Professional learning includes use of research-and evidence-based learning designs to continually improve educator practice and student outcomes.

3   Implementing

3.1 Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes

4   Evaluating

4.1 Evaluating Professional Learning- Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.

Inservice Points for Recertification

Inservice points are awarded after successful completion of a learning opportunity. One (1) clock hour of participation will equal one (1) inservice point. *The minimum amount to be recorded is a half (.5) hour.* **Inservice points will be recorded in half or whole hours only.** For sustained trainings, the sum of the hours is recorded when training is completed. Rounding up of clock time to meet the minimum recorded time is acceptable. (i.e. 25 minutes would round up to the next half; 45 minutes would round up to the next whole number)

If the facilitator chooses to assign additional activities after the training, additional hours may be awarded to accommodate this work. This additional time must be approved by the district before offering the training and be considered a valuable use of participants' time.

Attendance Policy

Participants are expected to attend 100% of each training session. However, since emergencies arise, an absence of up to one-tenth of the total number of hours (90% attendance) of the workshop is permissible to receive inservice points. Should a participant miss greater than the permissible hours and if the participant is able to coordinate a plan for making up the required work, full points may still be granted. If a stipend is offered, participants who miss any portion of an inservice will be paid stipends only for the hours attended.

This does not apply to the "school-based" trainings. School-based points are awarded based on the number of hours attended under the applicable component in the Professional Learning Catalog.

Online course participants are expected to submit 100% of the coursework with a minimum of 80% matching the specific objectives for the course.

Cancellation Policy

To ensure that all employees have access to the Inservice they need, registrants should only sign up for those courses they know they will be able to attend and complete. When individuals pre-register for a workshop, but later determine they cannot attend, they should drop the class from their MyPD schedule as soon as possible. If registrants abuse the system by excessive "Drops" and/or "No Shows," their supervisor will be notified, and their course access may be restricted. Those who are unable to attend due to emergencies immediately before or during the sessions should notify the facilitator to be removed from the course rather than be listed as a "Drop" or "No Show."

In-County District Level Trainings

Approved inservice activities are trainings which meet the following:
- Aligns with an approved component for recertification listed in the Professional Learning Catalog
- Meets the minimum time limit (at least 1 hour)
- Meets the state requirements relative to student performance change

Professionalism is expected at all times when participating in Inservice activities whether face to face or online. Participants are requested not to bring children to Inservice activities for liability purposes as well as in consideration

for the other Inservice participants. Participants should mute all electronic devices during training sessions.

In order to earn points for an approved district Inservice activity, participants will:
1. Register for the activity through MyPD.
2. Sign in at a training session.
3. Be in attendance a minimum of 90% of the training. (If a participant has an emergency the trainer may provide an outside assignment to make up the time missed.)
4. Complete an appropriate follow-up activity/survey assigned by the facilitator. (more information below)
5.

Employees will receive inservice points when all of the above requirements have been met. Course completion and inservice points will be marked in MyPD by the facilitator or coordinator responsible for the inservice activity after appropriate follow-up activities and surveys have been completed inservice hours will be awarded.

Employees are encouraged to register for only the trainings they are able to attend. In the event something should come up to prevent attendance, the registrant should immediately drop the class electronically through MyPD to allow waiting list members to attend. If a participant needs to drop the course within 24 hours of the training, they should contact the course facilitator, so they can plan accordingly.

School Based Trainings

Each school is assigned an inservice representative who has been district trained to coordinate the inservice records at each school site. Points are awarded based on the amount of seat time for each approved Inservice activity under an approved school-based component.

School-based trainings are varied with multiple opportunities for teachers and staff to attend trainings on their school campus. In order to earn points for an approved school-based Inservice activity, a participant will:
1. Choose a training opportunity that fits your needs
2. Sign in on the school-based roster for each session

3. Attend the full session you have chosen. Individuals should communicate with the facilitator if they are unable to attend or need to leave early.

School-based facilitators should return the sign-in sheet to the school inservice representative within a few days of the training. All sign-in sheets should be turned in not later than April 30 for sustained training. The sum of points earned by teachers and staff will be recorded by the Inservice Representative before May 10 each year.

Mentoring Programs

District Mentors and Coaches participating in a specified district program (i.e., Mentor Teachers, Technology Coaches, Reading Coaches, etc.) may request inservice hours for documented mentoring and coaching hours. All mentoring Inservice hours must receive prior approval from the appropriate Director or Coordinator for any inservice or stipend request. Coaches, mentors, lead teachers, etc. must submit inservice point requests for final approval to the Inservice Office prior to May 1st of the current school year and must comply with the Mentor/Coaching Master Inservice Component.

Mentees being coached or mentored by one of the groups listed above may also receive inservice points for their participation in the mentoring process. Mentoring and coaching hours should be requested using a mentoring log, signed by both the site administrator and the district level facilitator, or the appropriate Curriculum Coordinator.

District Facilitators

Facilitators participating in collaborative job-embedded professional learning such as Professional Learning Communities, Lesson Study, or other mentoring/coaching activities, may record participation seat time for Inservice hours.

How Participants will be Evaluated

Each component will specify the method(s) of evaluation to determine whether participants have successfully achieved the specific objectives outlined. Participants are required to successfully complete 80% of the specific objectives before receiving points.

Several procedures should be noted:

1. Following each sustained training opportunity, the participant should apply the knowledge and skills learned in the training to impact student achievement. Trainers will provide support and assistance to the participant through coaching and mentoring to ensure appropriate application of the knowledge and skills in the classroom. Each component will specify the type(s) of exit requirement(s) needed in order to meet the 80% rule.

2. An implementation activity will be completed at the end of each sustained training activity. The appropriate documentation will be collected and monitored by the consultant who will evaluate and approve the implementation activity.

3. It will be the responsibility of the consultant/trainer conducting the workshop to indicate whether each participant has met the requirements for the component when finalizing the workshop in MyPD. Documentation will be maintained by the consultant, district level administrator, or in the Inservice Office for five years' time to be made available for future reference.

4. It is possible for an individual to participate in a training activity and not receive credit due to unsuccessful completion of required follow-up, or for failure to meet the attendance requirement. An individual is required to attend a minimum of 90% of the training time in order to meet the attendance requirement. Consultants, at their discretion, may provide make-up time/work in special instances when the attendance requirement has not been met.

5. If an individual does not successfully complete a course within the allotted time, the consultant may provide additional time to accommodate the individual's attempt to pass the course. The extra time spent will be considered remedial in nature, and the participant will not be awarded extra points for that time.

6. Consultants/trainers will serve as evaluators, and their decisions regarding successful session completion will be final.

Online Courses

District sponsored online courses are offered for Inservice points throughout the year. There are three types of online courses offered throughout the year: independent, on-demand and facilitated. A list of available learning opportunities can be found in the MyPD Course Catalog. **Should a participant register for and not complete two district sponsored online courses, the participant may not be permitted to register for additional courses without prior approval from the Director of Professional Development.**

When taking an online course, participants should make every effort to stay current with their coursework. Participants who have not submitted coursework within the first 15 days of the course time-frame will be dropped from the course by the facilitator. Once the course has started, participants that fall more than a month (4 weeks) behind will be dropped from the course.

School-based online courses may be created and facilitated by district trained teachers/administrators. This coursework will be recorded as school-based Inservice hours. Guidelines to ensure consistency will be presented in the facilitator training.

Approval from the Inservice Office is recommended prior to registration for online coursework sponsored by an organization other than the school district for those wishing to receive inservice credit. To receive points for online training outside of the district sponsored online courses, there must be an approved component in Santa Rosa District's Professional Learning Catalog. This online coursework should not be included as a part of the school-based component. Online coursework not facilitated by the district should be reported using the certificate of completion awarded at the end of the course which should be uploaded using the electronic voucher process in MyPD.

Vouchers

To receive points for participation in an out-of-county training activity, there must be an approved component in Santa Rosa's Professional Learning Catalog. **The Inservice Office should be consulted prior to attending the activity to verify that a component is in place.** Documentation will be uploaded by the participant into

the My Voucher tab in MyPD. Only the district Inservice Office can award points for a voucher.

**To be eligible to receive Inservice points, documentation must
be submitted no later than one calendar year following the activity.**

Out of County Training

An out-of-county Inservice activity is any workshop, seminar, or conference that is not sponsored by a Santa Rosa District school or district level department. Webinars and online courses not offered by the district would also be considered out of county training.

All out-of-county training should be reported using an electronic voucher in MyPD. Documentation that needs to be uploaded into the voucher include:
- Copy of conference agenda
- Certificate of completion for an online course or webinar

Educational Travel

Educational travel may be approved for credit, up to a maximum of 30 points within a validity period when the following conditions are met:

1. Travel is pre-approved by the educator's supervisor for professional development purpose, directly related to current or upcoming job assignment and required course standards for instructional staff, using the Educational Travel Inservice Request Form found in MyPD voucher tab.
2. Participant maintains a detailed log, with dates, times and summaries of how the new learning or activities relate to their teaching responsibilities. A maximum of 3 hours per day may be requested.
3. Upon return to work, a lesson unit using materials and ideas gained during the educational travel is taught and verified by an administrator.
4. Supporting documentation including the Educational Travel Inservice Request Form, travel log, copy of lesson unit and uploaded into the electronic voucher process in MyPD within 1 school year of the completion of the travel.

5. The number of inservice points awarded will be determined by the Office or Professional Learning based on the number of training hours which are verified and documented.

College Coursework

College coursework converts to points at this ratio:

1 semester hour = 20 points   1 quarter hour = 13 1/3 points

In order to ensure credit, always call the Certification Office before registering for any college course intended for recertification.

Unofficial college transcripts can be used to request inservice hours. College courses must be taken within the certification window to qualify. The component for college coursework allows for a maximum of 120 hours per year. The online voucher system in MyPD should be used to upload the college transcript and request inservice hours.

Transfer of Inservice Records

Inservice records are transferred between Florida school district using Form OTE 206 which is provided by the State Department of Education.

An employee coming into Santa Rosa County from another district in Florida may arrange to have points transferred into the Santa Rosa County Inservice Office by reaching out to the Inservice department in that district and asking them to send the records to the Inservice Secretary in Santa Rosa County.

A person who changes employment from Santa Rosa County to another district in Florida may request a transfer of points to the new district by contacting the Santa Rosa County Inservice Office to initiate the process.

Clinical Educator Program

Teachers who wish to host a practicum or student teacher must complete the state approved training to become a Clinical Educator. This program was updated in 2018 and only offered face-to-face at this time and online in the future. University of West Florida and Santa Rosa District Schools work collaboratively to offer this two-day training to teachers who need to renew or complete their training.

The district works collaboratively with the institutions and program providers regularly to ensure that all needs are being met. The schedule below provides a timeline for that collaboration. Continuous email correspondence occurs in-between the meeting times and as called for.

- Beginning of each school year-District Staff/Provider Meeting—discussion of program successes and needs
- Beginning of each semester
    - District receives names of students for placement along with special requests
    - District reports placements to provider
    - Provider Presents to incoming student teachers and supervising teachers
    - District staff holds orientation with student teachers
- During the semester- Professors communicate with district staff regarding placement progress

ESE Requirement (SB1108)

The district has established a systematic process to meet SB1108 qualifications. Approved resources at no cost to the employee are available for use in meeting this requirement. These resources are located on a link off the district homepage. The district will regularly send email notifications regarding SB1108 resources. The ESE Department has designated a program facilitator to approve trainings that qualify for this requirement. Courses advertised through the district have been pre-approved, but participants who which to receive SB1108 points for documentation turned in through the voucher will go through this process before the points are awarded. Contact information for this approval can be found in the voucher information in MyPD.

Teacher Certification Renewal

The Certification Department should be contacted for all questions pertaining to certification. The guidelines below will assist with certification issues:

1. The Certification Office will provide the Department of Education the inservice information for recertification through the state portal. Certificate renewal forms are completed online by the employee and the district will upload their inservice information for verification.

2. Only graduate, post graduate, regular, and professional certificates may be renewed through Inservice participation (not temporary or substitute certificates).

3. A minimum of 120 total points (20 of which are ESE approved SB 1108 coursework) must be earned through Inservice activities, college coursework, or a combination thereof in each five-year recertification window. Specific guidelines regarding content areas and the earning of points are varied. Individuals are encouraged to seek assistance in planning their strategies for certification renewal by contacting the Inservice Secretary or Professional Development Specialist.

4. Individuals planning to renew a certificate through college coursework should contact the Certification Office for guidance.

Add-On Certification Programs

The Master Inservice Plan provides four areas for teachers to extend certification areas without attending college courses. These areas include Gifted, Autism, Reading, and ESOL endorsement. Procedures for completing an add-on endorsement should be coordinated through the related district department. The Inservice coursework should follow the components listed under each category in the Professional Learning Catalog.

The district also provides an additional certification area to those individuals who do not currently hold a valid teaching certificate but wish to be employed as an athletic coach within the district. Courses provided in the Athletic Coaching Endorsement may also be taken by current employees who hold a teaching certificate to earn inservice credit or an endorsement.

Video Components

The Office of Professional Learning has a collection of Professional Development videos covered by Professional Learning Catalog Components. Instructional and Educational Support Personnel may utilize these videos to earn Inservice points. A Video Inservice Component Response and Evaluation questionnaire must be completed online before points can be awarded. A maximum of 30 points may be earned through video components for recertification in any one 5 year recertification period.

Persons wishing to use Video Inservice Components for current year certification renewal must submit the completed documentation no later than May 15th for approval for June 30th certificate renewal. Upon approval the Inservice Office will post the earned points in MyPD.

MyPD Inservice Managers

District department secretaries and school-based Inservice Representatives are trained by the district before using the MyPD system to record PD. MyPD Managers must only administer courses to which they are assigned. MyPD Managers who misuse their access to MyPD (e.g., adding a user to a course that they do not manage) may have their access restricted or revoked. MyPD Managers must attend annual training activities provided by the district to maintain access to the MyPD system.

Educational Support Staff Training

Educational Support Staff are encouraged to attend any professional learning opportunities offered by the district. The components found in this portion of the Professional Learning Catalog are not useable for recertification purposes for instructional and administrative personnel. Instructional and administrative personnel may attend Inservice activities held under the support staff components. Records of attendance and component numbers will be maintained in the same manner as for instructional personnel.

Individual Professional Development Plans

Professional development plans (MyLearning Plans) are maintained electronically on MyPD and integrated into the Teacher and Administrative Evaluation Systems. Each plan requires planning and reflection on learning and implementation throughout the school year. The employee's plan completion is assessed at the end of the school year based on timelines prescribed in Santa Rosa' state approved Administrative and Instructional Evaluation Systems which are included in the overall percentage as it contributes to the evaluation rankings. A successful plan includes well written goal statements with appropriate and completed relative professional development, deliberate practice and reflection. **My Learning Plan completion timelines may preclude receipt of student data. The outcome statement should be based on available student data, with predictive statements and other relevant data sources available that show increased/decreased student performance.**

Prior to the end of the first nine week grading period each instructional personnel (IP) will meet with an administrator to discuss their self-assessment and My Learning Plan goals. The student achievement goal should establish an expectation of student achievement as a result of their intended professional development. The teacher performance goal should identify practices they plan to develop or enhance in order to meet their stated student achievement goal. At the end of the second nine weeks, teachers and administrators reflect on the professional learning they have participated in thus far that relates to their plan goals. Reflection includes how the training impacted their student performance, how it changed their teaching practices and if the opportunities are meeting their needs. Deliberate practice should include **changes** in teaching and learning resulting from the training attended. Professional development relative to each annual plan should occur between May 1 of the previous school year through April 30 of the current school year. Since the My Learning Plan is a working document, professional development and deliberate practice may be edited throughout the year. The electronic employee portfolio documenting supporting data, professional development, and deliberate practice should be administrator approved prior to June 1.

Administrators will follow the same guidelines as instructional staff and will meet with their supervisor to discuss goals, professional development and deliberate practice. Opportunities will be provided for administrators to attend training on the state approved research model for the Administrative Evaluation System as it relates to Florida Standards for School Leaders.
Data sources may include, but are not limited to the following:
- School Improvement Plans
- Annual performance evaluation data
- Annual school reports
- Student achievement data (DEA, FCAT, EOCs, STAR, AR, AM, etc.)
- Parental and student survey data
- Rounding Data
- Support Services Survey Data
- School discipline data
- Classroom observation data
- Teacher created tests
- Other

The individual student performance goal will focus primarily on the following state-approved areas.

- Reading
- Next Generation Standards, Common Core Standards, STEM, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family involvement
- School safety

Each goal should be written so that it is

- **S**pecific in terms of target area for improvement and be written in the future tense;
- **M**easurable in terms of the desired improvement in student performance;
- **A**ttainable in light of available resources and conditions;
- **R**elevant to continuous quality improvement of instruction and student performance;
- **T**rackable within the context of flexibility and shall specify a completion date.
- **E**valuate goals regularly and adjust them as needed
- **R**e-Do goals after the evaluation process and iteratively go through the SMARTER process.

The teacher and administrator may discuss and identify the documentation that will be used to evaluate the specified goal. Documentation methods may include, but are not limited to:

- Lesson plans
- Student work
- Grade book
- Documented reports to other teachers
- Training and lesson study agendas and minutes
- Anecdotal or inservice records
- Rubrics of student behavior
- Student assessment
- Classroom observations

- Survey data
- Action Research
- Program Evaluations

Systematic Consultation

Annually, members of the Office of Professional Learning attend the state Learning Forward Florida conferences to stay abreast of new state and national professional development standards, learning designs, implementation and evaluation methods. Periodically, these members will also attend the national Learning Forward Conferences to provide more insight to information heard at the state level.

Our district participates in the State Professional Development Protocol Review and will continue once the new protocol standards and process are put into place.

Funding

Professional Development funding will be requested as a part of the Title II application process. Schools will be encouraged to supplement the staff development funds at the school level using alternative funding methods. Funding for district staff development will be based on priority needs. It is important to note that professional development activities are funded through a variety of sources other than the designated Professional Development Funds. In many instances, departments combine budgets to provide effective and efficient professional development for teachers and staff. These funds may include, but are not limited to:

- School Improvement Funds
- School Budgets
- A+ Dollars
- Title I Funds
- Title II Funds
- Title VI Funds
- Eisenhower Funds
- Grant Funds
- Other

Funding sources include current grant opportunities, district media and technology budgets as well as Title II. Every attempt is made to provide funding or district resources to fully address identified needs that are based on current research strategies. In many instances, district budgets are pooled to enable effective and efficient professional development delivery for all stake holders.

Travel Reimbursement

Upon approval, school or district departments may pay the costs of travel, per diem, and/or registration for one or more selected individuals to attend out-of-county Inservice training activities under the following circumstances:

- The individuals have been invited by the school or district departments to be trained as trainers. These individuals, by their acceptance of the funding, indicate their willingness to be consultants for future workshops on that subject.
- The training cannot feasibly be provided in county. For example, when an employee's job is so specialized that the number of people within the district needing such training would not justify the sponsoring of the activity, the individual may be funded to attend training out-of-county. In this instance, a request would be made from an appropriate district-administrator.

All costs for travel, per diem, etc. will be based on the regular state rate allowances. However, maximum amounts may be set due to budget constraints.

District Trainer/Consultant Guidelines

Stipends

TIP Lead Teachers

TIP Lead Teachers may receive a consultant stipend of $25.00 per hour for prior approved mentoring and coaching that occurs beyond the contracted day.

Training Provided During Contracted Hours

In-house, district approved facilitators may be paid for preparation (1/2 the actual teaching time, or $12.50 per hour). If the requested training, or travel to the

training site is required during the course of a regular workday, the employee may be provided temporary duty from his/her work site. The school administrator should approve any temporary duty for training at other district locations. Personal leave shall not be granted. In this case, a substitute may be provided for the trainer with district or school funds. Training away from the normal work site will require a temporary duty form in order to incur funds for substitutes. Training schedules that impact the regular work day should be approved by the school and/or district administrator(s) prior to initiating the training. Stipends for planning must be approved prior to the actual training.

Training Provided Outside of Contracted Hours

In-house district approved facilitators, who are conducting training beyond their contracted day, will be paid $25.00 per hour for actual instruction time plus 1/2 of the number of instructional hours added for planning/follow-up. For example, for a 20-hour workshop, the consultant would receive 30 hours of pay. This would include 20 for the actual teaching time and 1/2 of 20, or 10, for the planning/follow-up. Exceptions to this rule may include grant specifications or mentoring and coaching activities and must be approved by the district inservice office.

If a trainer has provided the training multiple times, or has scheduled work time to provide for planning, the planning stipend may be waived. In addition, should fewer than the minimum number of required participants register to attend a workshop, the district facilitator may negotiate a lesser stipend amount to be paid to the in-house consultant prior to the beginning date of the training.

Online Training Facilitator Pay
A maximum of 30 students will be scheduled for each on-line workshop with set beginning and ending times. This type of training may require one or more face-to-face meetings during the course timelines. Planning time is not included as a part of online course facilitation. Stipends will be based on the number of participants who **complete** the course. Pay should be as follows:

$40.00/hour for 26-30 students
$35.00/hour for 20-25 students

$30.00/hour for 13-19students
$25.00/hour for 5-12 students

This sliding scale allows for the course to be offered with any number of participating students. This type of course requires continuous email contact between participants and the consultant. The consultant is required to check documents, questionnaires and tests, which are submitted electronically.

Any on-line professional development coursework developed through grant activities may be made available to other districts. Online training developed by Santa Rosa County employees may also be shared with other districts upon request. It is our hope that other districts will want to trade courses to help build a larger bank of online training for teachers.

Council/Representatives

Budget permitting, Professional Development Advisory Council Members will receive a stipend at the rate of $15.00 per hour for instructional and $12.00 per hour for support personnel for meeting time above and beyond the regular workday. This includes regular monthly meetings and official sub-committee meetings as called for by the Director of Inservice.

School Inservice Representatives working in that capacity for the entire school year with approved completed Inservice records and updated training will receive an annual stipend of $300.

Participant Pay

Stipends are paid at a rate of $15.00 per hour for instructional personnel and $12.00 per hour for Educational Support Personnel or at rates specified for special projects or grants.

Common Questions About Inservice

People often have questions about whether they may earn inservice points for participating in certain activities. The general rules to follow are:
1. Do the activities relate directly to disaggregated student data?
2. Are the activities related to SIP focus areas or certification needs?

3. Would the activities meet the specific objectives of an approved Master Inservice Component?

4. Is knowledge being gained that would directly impact student performance?

Some activities commonly questioned which **do not** meet the specifications to earn Inservice points are as follows:

1. Accompanying students to meetings or contests, unless there are training activities specifically designed to increase the competencies of the sponsor as outlined in an approved component in the Master Inservice Plan.

2. Engaging in personal improvement activities, such as surviving a divorce, dancercise, exercise (physical fitness), etc.

3. Carrying out regular duties, such as cleaning out and reorganizing filing cabinets, putting up bulletin boards, serving on committees to develop curriculum guides, or writing SACS reports.

4. Using an approved component for more than the maximum number of points within a certificate validity period.

5. Attendance at any Out-of-County (meaning not sponsored through the Santa Rosa District School System) workshop, seminar, conference, etc., for which there is no appropriate component. To receive inservice points for such activities, arrangements must be made through the Inservice Office before attending.

6. Hours may be earned to receive training to review the Textbooks for Statewide Curriculum; hours may not be earned for actually evaluating materials.

7. The state prohibits the district from awarding inservice points for serving on District-wide Committees.

8. Inservice points may not be earned for time spent working with practicum or student teachers. Inservice can be earned from training in how to work with practicum or student teachers.

9. Follow-up activities should be completed for all sustained training which is usually 10 - 15 hours in length and data driven by nature. Shorter training sessions may also require follow-up if the information impacts student performance. Examples: program implementation, teaching strategies, classroom management, etc.

10.Inservice points will not be awarded for training time related to areas of service that aren't related to student performance. Examples: bus driver training, custodial training, maintenance training, etc.

Professional Learning Catalog

Focus Area and Component Title	Component Number

<div align="center">

Basic Programs

</div>

000: Art

Art Across the Curriculum	2-000-019
Art: Art and Assessment	2-000-020
Art: Basic Workshop	2-000-021

003: Computer Science/Technology Education

Technology: Introduction to Windows	3-003-010
Technology: Internet Safety	3-003-023
Technology: Technology Integration	3-003-068
Technology: Website Development	3-003-070
Technology: Office Productivity Tools	3-003-072
Technology: Annual Technology Activities	3-003-073
Technology: Exploring Educational Technology	3-003-074
Technology: Online Professional Development	3-003-075
Technology: Virtual Online Teaching	3-003-085
Technology: School-Based Integrated Technology	3-003-123
Technology: Discovery Education Experience	3-003-124

005: Health/Nutrition

Health and Wellness Workshop	2-005-005
Heath/Physical Education Update	2-005-013

008: Language Arts

General Knowledge English: Content for Test Prep	1-008-002
Writing Strategies: Video Component	2-008-010
Language Arts: Update	2-008-020
Literacy: Standards-Based	2-008-023

009 Mathematics

Math: GK Math Content for Test Prep	1-009-003
Math/Science Curriculum Development Through the Use of State Standards	2-009-007
Math: Methods and Trends	2-009-048
Math: Math Education	2-009-049
Math: School-Based	2-009-054

010: Music

Music: Choral Music Education	2-010-001
Band: Rehearsal/Performance Strategies and Techniques	2-010-010
Band: Professional Clinics, Workshops, and Learning Communities	2-010-011

013: Reading

Reading: Update	2-013-026
Reading: PDA: Differentiating for Reading Difficulties	2-013-028
Reading: Update School-Based	2-013-037

014: Safety/Driver Education

Safety and Security	2-014-003

015: Science

Science: Laboratory Safety	2-015-004
Science: Methods and Trends	2-015-019
Science: Science Education	2-015-020
Science: School Based	2-015-022

016: Social Studies

Social Studies: Methods and Trends	2-016-020
Social Studies: General Workshop	2-016-021
Social Studies: Digital Resources	3-016-001

Exceptional Student Education Programs

100: Instructional Strategies

ESE: SB1108 PDA: Transition	2-100-037
ESE: SB1108 PDA: Language Development and Communication	2-100-039
ESE: Best Practices in Special Education	2-100-044
ESE: SB1108 PDA: Introduction to Differentiating Instruction	2-100-047
ESE: SB1108 PDA: Differentiating Mathematics Instruction for all Students	2-100-048
ESE: SB1108 PDA: Differentiating Science Instruction for all Students	2-100-051
ESE: Best Practices in Sign Language Interpreting	2-100-055
ESE: Best Practices for Occupational, Physical Therapists and LATS	2-100-058
ESE: Best Practices for Students with Significant Cognitive Disorders	2-100-059
ESE: Transition for Ages 13-22	2-100-062
ESE: Best Practices for Teachers of Visually Impaired Students	2-100-063
ESE: Issues in Deaf Education	2-100-065
ESE: Functional American Sign Language	2-100-066
ESE: SB1108 Autism Spectrum Disorder	2-100-073
ESE: SB1108 School Improvement: ESE Inservice Vouchers	2-100-075
ESE: Best Practices in Special Education	2-100-079
ESE: SB1108 PDA: Teaching Students with Disabilities	2-100-080

ESE: SB1108 ESE Issues in Communication Disorders	2-100-081
ESE: SB1108 PDA: Effective Teaching Practices for Students with Disabilities	2-100-082
ESE: SB1108 Social Thinking Model Classrooms	2-100-083
ESE: Effective Use of Assistive Technology	3-100-002
ESE: SB1108 PDA Technology for Student Success: Adaptive Technology	3-100-003
ESE: SB1108 PDA: Technology for Student Success: An Introduction	3-100-004

101: Classroom Management

ESE: Issues in Affective Behavior/Social Skills	2-101-002
ESE: Learning Strategies Intervention Model Training	2-101-003
ESE: SB1108 PDA: Positive Behavioral Supports	2-101-014
ESE: Behavior Management	2-101-017
ESE: SB1108 Pre-K Organize for Change	2-101-024
ESE: SB1108 PDA: Positive Behavior Intervention Support	2-101-026

102: Assessment

ESE: SB108 PDA: Instructional Practices	2-102-005
ESE: SB1108 PDA: Assessment and Evaluation	2-102-006
ESE: SB1108 PDA: Engaging Learners Through Informative Assessment	2-102-012

103: Procedural/Legal Requirements

ESE: PDA: Foundations of Exceptional Student Education	2-103-002
ESE: Methods and Trends in Communication Disorders	2-103-003

105: Curriculum

ESE: Adaptive Physical Education	2-105-010
ESE: SB1108 College Coursework- Content	2-105-011
ESE: SB1108 College Coursework- Generic	2-105-012

106: Gifted and Talented

Gifted: Instructional Strategies for the Gifted Classroom	2-106-006
ESE: Gifted Practices for Duel Exceptionalities	2-106-007

<div align="center">

Career and Technical Education Programs

</div>

204: Health and Science Education

Workforce: Culinary, Food Production and Nutrition Education	2-204-001

211: Career and Technical Education, Unclassified

Workforce: Educators in the Workplace	2-211-001

<div align="center">

Student and Instructional Support Processes

</div>

401: Assessment/Student Appraisal

Continuous Improvement: Data Analysis   4-401-007

404: Classroom Management and Organization/Learning Environments
Behavior: Non-Violent Crisis Intervention (CPI)   5-404-004
Classroom Management Strategies   5-404-005

407: Instructional Media Services

Media: FAME/SOE/SOLINET/ALA Training/PLAN   2-407-012
Media: Annual Library Update   2-470-013

408: Instructional Strategies

Trainer Training   2-408-002
Educators "Swap Shop"   2-408-027
Math/Science: Flight Adventure Deck   2-408-029
Integrated Services   2-408-030
Action Research Projects   2-408-031
Mentoring/Coaching   2-408-034
Standards Based Curriculum, Assessment and Instruction   2-408-035
Integrated Services: Addressing Poverty   2-408-038
Instructional Methods and Trends   2-408-039
Lesson Study   2-408-041
New Teacher Training   5-408-001

409: Instructional Support Services, Unclassified

NJROTC Leadership Academy Instructor Skills   2-409-007
College Coursework: Content   2-409-079
College Coursework: Generic   2-409-080
School Psychology: Methods and Trends   2-409-089
Certified School Counselor: Improving and Maintaining Quality Practices 2-409-090

414: Physical and Mental Health Issues

Youth Mental Health   6-414-002

415: Problem-Solving Teams

Continuous Improvement: Response to Intervention   4-415-001

416: Professional Standards and Ethics

Professional Practices   1-416-001

420: Service Coordination, Collaboration, Integration

Social Workers: Methods and Trends   2-420-001

General Support

502: District-Level Management

Leadership: Administrative Conferences	7-502-009
Leadership: Update	7-502-012
Leadership: Proficiency Area 2: Student Learning as a Priority	7-502-013
Leadership: Proficiency Area 8: School Management	7-502-014
Leadership: Proficiency Area 6: Decision Making	7-502-015
Leadership: Proficiency Area 4: Faculty Development	7-502-018
Leadership: Proficiency Area 3: Instructional Plan Implementation	7-502-019
Leadership: Proficiency Area 1: Student Learning Results	7-502-020
Leadership: Proficiency Area 10: Professional and Ethical Behaviors	7-502-021
Leadership: Proficiency Area 5: Learning Environment	7-502-022
Leadership: Proficiency Area 9: Communication	7-502-030
Leadership: Proficiency Area 7: Leadership Development	7-502-038
Leadership: District Instructional Planning Committee	7-502-046
Leadership: Instructional Evaluation/Observation Training (Marzano)	7-502-047
Leadership: Standards Based Curriculum, Assessment, and Instruction for Adm	7-502-050

505: Food Services

Food Production and Nutrition Education	8-505-001

509: Office/Clerical Services

Educational Support Staff: Skills and Knowledge Update	8-509-001

511: Safety/Security

School Safety and Security	6-511-001

512: School Improvement- School level

School Improvement: School-Based Inservice	2-512-007
School Improvement: School-Based Vouchers	2-512-115

513: School-Level Management

Leadership: Potential School Leaders	7-513-007

515: Transportation Services

Bus Driver Training	8-515-002

517: Instructional Leadership School Level

Clinical Educator Training	7-517-001
Clinical Supervision for Educators	7-517-002

518: School Improvement- District Level

Continuous Improvement: School Improvement	9-518-001

519: Professional Learning Standards

Professional Learning Communities: Implementing School-Wide Change   2-519-001

English Language Learners

704: Subject Matter Knowledge for Teachers

ESOL: For Other Subject Area Teachers/Beacon: ESOL-An Overview   2-704-001

705: Other

ESOL Update (Not Bankable)   2-705-004

Endorsements

Athletic Endorsement

Athletics: Care and Prevention of Athletic Injuries	6-414-001
Athletics: Coaching Theory	2-011-011
Athletics: Theory and Practice of Coaching a Specific Sport	2-011-012

Autism Endorsement

Autism Endorsement: Communication Needs of Students with Autism	2-100-083
Autism Endorsement: Nature and Needs	2-100-084
Autism Endorsement: Positive Behavior Supports	2-101-026
Autism Endorsement: Diagnosis and Assessment of Students with Autism	4-102-002

ESOL Endorsement

ESOL: Applied Linguistics	2-702-004
ESOL: Cross-Cultural Communications	2-705-005
ESOL: Curriculum and Materials Development	2-703-002
ESOL: Methods of Teaching	2-700-003
ESOL: Testing and Evaluation	2-701-002

Gifted Endorsement

ESE: Nature and Needs of the Gifted/Gifted Endorsement	2-106-001
ESE: Curriculum Development Gifted Endorsement	2-106-002
ESE: Guidance and Counseling/Gifted Endorsement	2-106-003
ESE: Education of Special Population of Gifted/Gifted Endorsement	2-106-004
ESE: Theory and Development of Creativity/ Gifted Endorsement	2-106-005

Reading Endorsement

Reading Endorsement: Reading 1 Foundations of Instruction	2-013-035
Reading Endorsement: Reading 2 Evidence-Based Practices	2-013-038
Reading Endorsement: Reading 3 Assessment	2-013-014

Reading Endorsement: Reading 4 Differentiated Instructional   2-013-036
Reading Endorsement: Reading 5 Demonstration of Accomplishment   2-013-039

Retiring Components

Component Title	Component Number

Retire as of 6/30/2020

ESE: Communication/Behavior/Social/Academic (CBSA) Part 3	2-101-020
ESE: Pre-K-Learning Community-Organizing for Change	2-101-021

Retire as of 6/30/2021

Response to Intervention/Multi-Tiered	2-007-003
Mathematics: Standards- Multiple Domains	2-009-046
Next Generations Content Reading	2-013-033
ESE: Communication/Behavior/Social/Academic (CBSA) Class Part 2	2-101-019
Consultant Training Development	2-408-001
Community School Education: Update	2-409-081

Retire as of 6/30/2022

Health/Abuse School-Based	2-005-051
Social Studies: Advanced Placement Training Institute	2-016-022
ESE: SB1108 PDA: Interpersonal Interactions and Participation	2-100-038
ESE: Vocational Learning Community for Ages 18-21	2-100-060
School-Based- Curriculum, Assessment and Instruction	2-408-036
Data Analysis: School Based	4-401-008
Leadership: Studer Group	7-502-042

Retire as of 6/30/2023

Technology: Spreadsheets	3-003-080
Technology: Word Processing/Documents	3-003-084
Assessment: Local Assessments	4-401-009

Retire as of 6-30-2024

Response to Intervention	2-007-001
Math: Standards- Number Sense	2-009-038
Math: Standards- Algebra Related Domains	2-009-042
Safety and Security	2-014-003
ESE: Issues In Communication Disorders	2-100-002
ESE: Transition from School to Work	2-100-061

ESE: Best Practices for New Teachers of Gifted Students	2-100-077
ESE: Communication/Behavior/Social/Academic (CBSA) Part 1	2-101-018
Art and Social Studies	2-409-078
Technology: Email/Information Management	3-003-081
Technology: Presentations	3-003-082
New Teacher Training: School-Based	5-408-037
Schools of Excellence 2017-2018	8-506-100

Art: Art Across the Curriculum

COMPONENT NUMBER: 2-000-019
  Function: Instructional Methodology/ Faculty Development. (2)
  Focus Area: Art (000)
  Local Sequence Number(s): (019)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION:

Participants will increase their knowledge of interdisciplinary instruction and envision e a more comprehensive approach to teaching through the arts. After completion of this training, participants will be able to integrate the arts into their curriculum area.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)
1. Demonstrate knowledge of the history of mankind revealed through the arts.
2. Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating.
3. Make connections between visual images and academic concepts found in Math, Science and Literature.
4. Demonstrate methods of analyzing visual images.
5. Apply new knowledge related to art in specific academic area(s).
6. Determine resources available through art museums, galleries, cultural organizations, etc.
7. Demonstrate knowledge of networking disciplines using art as a focus.
8. Demonstrate how students that are engaged in art criticism can lead to developing critical-thinking skills transferable to other contexts.
9. Critique works of art to understand the content and make connections with other content area.
10. Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

11. Demonstrate knowledge of the New Generation Sunshine Standards in Art and of other academic disciplines.

LEARNING PROCEDURES (Methods):

  I: Job Embedded Workshop
  O: Collaborative Planning

- **WHAT** will occur during this professional development component delivery?
This training includes activities that are designed to help teachers integrate the arts into their curriculum area. Activities include, but are not limited to, encountering original art work, exploring the history of art, cooperative learning projects, art instruction and writing lessons to include art.

- **HOW** will the experiences be provided to participants during this delivery?
Participants will attend a face-to-face workshop, which uses research-based adult learning strategies such as hands-on activities and collaborative exercises to engage and motivate teachers. Participants will be given time to reflect on their current teaching practices and modify their lesson plans to incorporate art.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant product related to training or learning process

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Examples of implementation would be lesson plans, written reflections of teaching strategies used, audio/video of new strategies used in the classroom or samples of resulting student work.

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

Facilitator will be available via email, phone or scheduled school visits to provide assistance and support for participants after the training to ensure understanding.

IMPACT EVALUATION PROCEDURES:

    Staff A: Changes in instructional or learning environment

    Student   D: Observation of Student Performance

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

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

  - **Improving Student Outcomes?**

Participants are asked to observe students working on their art projects for evidence of new learning. Student portfolios may be used as one method of verification of student outcomes.

Date approved: 7/12

Department: Art

Name(s) of Component Author(s): Toni New

Revision Date: 7/19 (Update to new format)

Art: Art and Assessment

COMPONENT NUMBER: 2-000-020
   Function: Instructional Methodology/ Faculty Development (2)
   Focus Area: Art (000)
   Local Sequence Number(s): (020)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION:

Participants will increase their knowledge of the arts and their potential in preparing students for taking state and county assessments. Participants will have the opportunity to organize, develop, construct and administer various assessments in art education.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)
1. Demonstrate knowledge of the testing formats.
2. Demonstrate the ability to create test questions for test banks.
3. Demonstrate an ability to construct higher-order, critical-thinking, and problem-solving questions, based art New Generation Sunshine State Standards.
4. Promote and model ethical standards associated to test taking, administrating and constructing test.
5. Demonstrate an understanding of different approaches in teaching that will help students prepare for comprehensive state and county testing as well as end of course exams.
6. Use technology to develop, construct and administer assessments.
7. Help students make connections between the art curriculum and other content areas.

LEARNING PROCEDURES (Methods):

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?
  This training includes activities that are designed to help teachers prepare for the state or county assessment. Activities include, but are not limited to, cooperative learning projects, hands-on problem-solving activities, and interdisciplinary activities.

- **HOW** will the experiences be provided to participants during this delivery?
   Participants will attend a face-to-face workshop, which uses research-based adult learning strategies such as hands-on activities and collaborative exercises to engage and motivate teachers. Participants will be given time to reflect on their current teaching practices and organize, develop, construct and administer various assessments in art education.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant product related to training or learning process

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Examples of implementation would be teacher-created assessments, written reflections of teaching strategies used, audio/video of new strategies used in the classroom or samples of resulting student work.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):
Facilitator will be available via email, phone or scheduled school visits to provide assistance and support for participants after the training to ensure understanding.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment

    Student   D: Observation of Student Performance

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

        o   **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

        o   **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

        o   **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

        o   **Improving Student Outcomes?**

Participants are asked to observe students working on their art projects for evidence of new learning. Student portfolios may be used as one method of verification of student outcomes.

Date approved: 7/12
Department: Art
Name(s) of Component Author(s): Toni New
Revision Date: 8/19 (Update to new format)

Art: Basic Workshop

COMPONENT NUMBER: 2-000-021
    Function: Instructional Methodology/ Faculty Development. (2)
    Focus Area: Art (000)
    Local Sequence Number(s): (021)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION:

Participants will increase their knowledge and skills in art production including update on current trends in the field of art education. After completion of this training, participants will be able to conduct teaching units based on the BIG IDEAS found in the New Generation Sunshine State Standards.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Make an accurate estimate of needed materials and supplies for an art lesson.
2. Demonstrate the ability to help students complete an art lesson in a timely manner.
3. Help students develop a range of interest in the art-making process.
4. Help students use prior knowledge and observation skill to reflect on, analyze and interpret exemplary works of art.
5. Provide opportunities for students to use accurate vocabulary to communicate processes related to art production.
6. Demonstrate an ability to sequence procedures for students to engage in the art process.
7. Demonstrate an ability to revise personal artwork as part of the creative process.
8. Demonstrate the ability to establish criteria to measure artistic growth.
9. Help students be able to apply the structural elements of art and organizational principles of design when engaged in the art process.
10. Review audio-visuals, texts, and other instructional materials pertinent to the art lesson.
11. Demonstrate safe and responsible use of tools, media, techniques and processes.
12. Promote 21-century skills necessary for success as citizens, workers, and leaders in a global economy.

LEARNING PROCEDURES (Methods):

   I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?
(current description of activities from component) Here is a suggestion, feel free to make changes:
This training includes demonstrations of various art methods and techniques. When appropriate, the applicable terms, processes, and concepts related to the art lesson will be presented by the consultant as well as related visuals, texts and other instructional materials. Participants will be guided through the successful completion of a similar lesson.

- **HOW** will the experiences be provided to participants during this delivery?
Participants will attend a face-to-face workshop, which uses research-based adult learning strategies such as hands-on activities and collaborative exercises to engage and motivate teachers. Participants will be given time to practice and complete a similar lesson.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training or learning process

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

Examples of implementation would be lesson plans, written reflections of teaching strategies used, audio/video of new strategies used in the classroom or samples of resulting student work.

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

Facilitator will be available via email, phone or scheduled school visits to provide assistance and support for participants after the training to ensure understanding.

IMPACT EVALUATION PROCEDURES:

Staff A: Changes in instructional or learning environment

Student   D: Observation of Student Performance

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

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

  - **Improving Student Outcomes?**

Participants are asked to observe students working on their art projects for evidence of new learning. Student portfolios may be used as one method of verification of student outcomes.

Date approved: 7/12

Department: Art

Name(s) of Component Author(s): Toni New

Revision Date: 7/19 (Update to new format)

Technology: Introduction to Windows

COMPONENT NUMBER: 3-003-010

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Computer Science/Technology Education (003)
> Local Sequence Number(s): (010)

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

DESCRIPTION:

The purpose of this component is to provide an opportunity to acquire a basic understanding of the Windows operating system (OS). Upon successful completion of this component, participants will have knowledge of the Windows user interface.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Participants will be able to:

1. Be able to follow proper procedures for startup and shut down of the Windows OS.
2. Be able to tailor the user interface to meet the individual's need and preference.
3. Be able to locate and open files and programs.
4. Understand useful features of the Windows OS, such as: Taskbar, the Start menu, My Computer, Cortana, Printers, Control Panels, and Software Center.
5. Be able to organize and manage files through various methods such as folder creation, drag and drop procedures, copy and paste procedures.
6. Be able to navigate the web and maximize features within Internet Explorer Edge.
7. Be able to collaborate on a single-document in Office 365.
8. Be able to search within the Microsoft Educator Community for relevant online training modules.
9. Be able to describe the function of ClassLink and customize apps and folders.
10. Be able to perform practical solutions for using technology in SRC: Student log-ins, Wifi, BYOD, etc.
11. Be able to access Office 365.
12. Be able to create, save, and share from the cloud.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition Workshop
   B: Electronic, Interactive
   C: Electronic, Non-Interactive
   F: Independent Inquiry
   G: Structured Coaching and Mentoring
   I: Job Embedded Workshop

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

Participants will complete hands-on activities designed to meet the objectives of this component. Appropriate materials will be available for the participants to use as resources and study guides.

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

Instructional delivery will consist of lectures, discussions, online interactive tutorial, and/or hands-on experiences. A qualified facilitator will develop the course outline based on the specific objectives stated above. This component is designed specifically to introduce participants to, develop an understanding of, and gain a facility with both desktop and cloud publishing applications.

IMPLEMENTATION/MONITORING PROCEDURES:
    M: Structured Coaching and Mentoring
    N: Independent Learning
    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 return to work and implement the new skills based on the instructions from their facilitator.

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

Facilitator will be available via email, phone or scheduled school visits to provide ongoing support for participants post-training to ensure deeper learning and successful application.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment
         B: Changes in instructional leadership
         D: Changes in practices supporting effective implementation of job responsibilities
    Student   Z: Did not evaluate student outcomes due to absence of reliable, valid or measurable data

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

  o **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  o **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  o **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

  o **Improving Student Outcomes?**

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

Date approved: 7/12
Department: OPL
Name(s) of Component Author(s): Michael Knowlton
Revision Date: 7/19 (Update to new format)

Technology: Internet Safety

COMPONENT NUMBER: 3-003-023

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Computer Science/ Technology Education (003)
> Local Sequence Number(s): (023)

POINTS TO BE EARNED: **30 maximum points per Certificate**

DESCRIPTION:
The purpose of this component is to assist participants in gaining the knowledge needed to understand multiple facets of Internet Safety and to enable them to use Internet Safety strategies effectively. Upon successful completion of the component, participants will be able to display Internet-safe behaviors and use the Internet safely and responsibly.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Discuss Personal Safety strategies and safety tips, avoiding hidden online dangers with respect to online communications.
2. Recognize Cyber Community issues such as spam, mouse trapping, cyber bullying, and inappropriate material for students.
3. Recognize Cyber Predators and grooming behaviors used by cyber predators.
4. Discuss Cyber Security issues: viruses, malicious code, and identity theft.
5. Discuss the importance of protecting and respecting Intellectual Property.
6. Develop Effective Outreach programs to share Internet Safety information.

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

- **WHAT** will occur during this professional development component delivery?
Participants will complete online activities designed to meet the objectives of this component. Appropriate instructional materials will be available for the participants to use as resources and study guides.

- **HOW** will the experiences be provided to participants during this delivery?
Instructional delivery will consist of online interactive tutorial, discussions, and practice.

IMPLEMENTATION/MONITORING PROCEDURES:
P: Participant Product related to training or learning process
S: Electronic – non-interactive with learning monitored through online comprehension checks

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

  Participants develop and implement grade-band appropriate lesson plans related to online safety.

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

  Structured coaching/mentoring, one-on-one or whole group, will enable participants to receive on-going

feedback regarding implementation efforts.

IMPACT EVALUATION PROCEDURES:
      Staff   **A: Changes in instructional or learning environment practices implemented in the classroom or directly with students**
      Student   **B: Result of school/teacher-constructed student growth measure(s) that track student progress**

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

  - **Specific Learner Objectives?**
    A qualified facilitator will develop a course outline or select a pre-developed course based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**
    Facilitator will monitor Participant growth via online comprehension checks and/or participant summative reports related to their development and implementation of the lesson plans.

  - **Changing Educator Practice?**
    Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

  - **Improving Student Outcomes?**
    Teachers will develop and implement appropriate growth measurement tools that track student improvement.

Date approved: 7/12

Name(s) of Component Author(s): Joseph Eric Englert.

Revision Date: 07/2019 (Updated to new format.)

Technology: Technology Integration

COMPONENT NUMBER: **3-003-068**
    Function: Technology Integration/Digital Learning Support (3)
    Focus Area: Computer Science/ Technology Education (003)
    Local Sequence Number: (068)
POINTS TO BE EARNED: **75 maximum points per year**

DESCRIPTION:

Participants will learn how to integrate technology into the curriculum areas, creating lessons or units that will incorporate applicable and appropriate technologies. Participants will apply the ISTE Standards for Students as they design, implement, and assess learning experiences to engage students and improve learning.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Design and implement technology-enhanced learning experiences addressing content standards and student technology standards.
2. Understand and use a variety of digital tools and resources to develop technology-rich learning environments.
3. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources and promote student reflection using collaborative tools.
4. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
5. Promote and model digital citizenship and responsibility including digital etiquette and responsible social interactions and the safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

LEARNING PROCEDURES (Methods):
    A: Knowledge Acquisition Workshop
    B: Electronic, Interactive (includes facilitation supporting development; application on the job)
    G: Structured Coaching/Mentoring
    I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?
  Participants will deepen knowledge of technology tools used in the classroom, participate in job-embedded implementation strategies for technology tools, practice the use of new technology tools to enhance the learning environment, and prepare lessons and activities rich with technology.

- **HOW** will the experiences be provided to participants during this delivery?
  Face-to face workshops, online courses and coaching/mentoring

IMPLEMENTATION/MONITORING PROCEDURES:
    M: Structured Coaching/Mentoring
    O: Collaborative Planning
    P: Participant Product related to training or learning process

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants may be asked to provide an example of a product as it relates to the training or learning process recently implemented. This could include but is not limited to: lesson plans, student work, student survey results or Technology Integration Matrix results.

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

Structured coaching/mentoring or collaborative planning will enable participants to receive on-going feedback regarding implementation efforts.

IMPACT EVALUATION PROCEDURES:
    Staff   **A: Changes in instructional or learning environment**
    Student   **B: Results of school/teacher-constructed student growth measure(s) that track student progress**
                C: Portfolios of student work
                D: Observation of student performance

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

  o **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  o **Increasing Educator Knowledge?**

Structured coaching/mentoring or collaborative planning will enable participants to receive on-going feedback regarding implementation efforts.

  o **Changing Educator Practice?**

In addition to feedback and collection of artifacts related to the implementation of the technology skills, participants will also complete a survey at the end of the training to determine the degree to which the training impacted their mastery of the focus area and met their goals and objectives for the training.

  o **Improving Student Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of the technology integration training provided. These measures will include documentation of changes in instructional practices related to the focus on technology integration and changes in student performance.

Date approved: 2/2015
Department: Office of Professional Learning
Name(s) of Component Author(s): Natasha Godwin, Eric Englert
Revision Date: 7/2019 (Updated to new format)

Technology: Website Development

COMPONENT NUMBER: 3-003-070

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Computer Science/ Technology Education (003)
> Local Sequence Number(s): (070)

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

DESCRIPTION:
The purpose of this component is to train participants in the development and enhancement of web pages and websites using basic and advanced features of web development software. An emphasis will be placed upon legal issues associated with publishing web pages and content appropriate for school/department sites. Upon successful completion of this component, participants will be able to create a web site and use basic and/or advanced features of web development software to enhance a website.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Create and design web documents.
2. Create hyperlinks to various resources.
3. Import text into web pages from other sources.
4. Import and place graphics from imaging devices or the web.
5. Create, manipulate, and enhance images for web publication using graphics software.
6. Import documents into an existing website.
7. Administer a website using web management software.
8. Understand the importance of web site consistency.
9. Understand the importance of consistent, user-friendly website navigation.
10. Build forms.
11. Understand critical issues that apply to public entity websites.
12. Understand district guidelines and policy related to website design and management.

LEARNING PROCEDURES (Methods):
A: Knowledge Acquisition Workshop
I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?
  Participants will complete hands-on activities designed to meet the objectives of this component. Appropriate instructional materials will be available for the participants to use as resources and study guides.

- **HOW** will the experiences be provided to participants during this delivery?
  Instructional delivery will consist of lecture, discussion, demonstration, and practice.

IMPLEMENTATION/MONITORING PROCEDURES:
M: Structured Coaching/Mentoring
P: Participant Product related to training or learning process

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
  Participants develop and regularly maintain a school or department website.

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

  Structured coaching/mentoring, one-on-one or whole group, will enable participants to receive on-going feedback regarding implementation efforts.

IMPACT EVALUATION PROCEDURES:

Staff	**G: Changes in observed educator proficiency in practices that occur generally without students present**
Student	**Z: Did not evaluate student outcomes due to the absence of a reliable, valid and measurable cause and effect relationship**

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

  o **Specific Learner Objectives?**
  A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  o **Increasing Educator Knowledge?**
  Facilitator will frequently touch base with Participants concerning product improvements and enhancements related to their implementation of the product.

  o **Changing Educator Practice?**
  In addition to feedback and observation of products related to the implementation of the web-development-related skills, participants will also complete a survey at the end of the training to determine the degree to which the training impacted their mastery of the focus area and met their goals and objectives for the training.

  o **Improving Student Outcomes?**
  Correlating student outcomes with deployment of web sites for communication with students and parents is unreliable if not unmeasurable.

Date approved: 7/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Joseph Eric Englert.
Revision Date: 07/2019 (Updated to new format and consolidated.)

Technology: Office Productivity Tools

COMPONENT NUMBER: 3-003-072

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Computer Science/Technology Education (003)
> Local Sequence Number(s): (072)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The participants will develop basic, intermediate, and/or advanced skills with tools from an integrated software program like Microsoft Office, G Suite, or Apple iWork. They will be able to use word processing, spreadsheet, presentation, notebook, e-mail, etc. programs to create the appropriate file.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Create and save documents using a word processor tool.
2. Create and save worksheets, develop charts, and make calculations using a spreadsheet tool. Create surveys and bring the data into a spreadsheet for analysis.
3. Create and save visual presentations with sound, motion, and graphics using a presentation tool.
4. Create and save publications - such as newsletters, brochures, awards, labels, and nametags - using a desktop publishing tool.
5. Create and send emails, manage schedules and contacts, and create a to do list using an email/information management tool.
6. Create and save databases and use the database to create and save queries and forms, and generate reports using a database management tool.
7. Create and save notetaking/free-form information gathering files.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition Workshop
   B: Electronic, Interactive
   C: Electronic, Non-Interactive
   F: Independent Inquiry
   G: Structured Coaching and Mentoring
   I: Job Embedded Workshop

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

Participants will listen and learn, read, complete hands-on activities or any combination of these, designed to meet the objectives of this component. Appropriate materials will be available for the participants to use as resources and study guides.

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

Instructional delivery will consist of lectures, discussions, online interactive tutorial, and/or hands-on experiences. A qualified facilitator will develop the course outline based on the specific objectives stated above. This component is designed specifically to introduce participants to, develop an understanding of, and gain a facility with online/desktop applications.

IMPLEMENTATION/MONITORING PROCEDURES:
    M: Structured Coaching and Mentoring
    N: Independent Learning
    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 return to work and implement the new skills based on the instructions from their facilitator.

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

Facilitator will be available via email, phone or scheduled school visits to aid and support participants after the training to ensure understanding.

IMPACT EVALUATION PROCEDURES:
    Staff   **A: Changes in instructional or learning environment**
                  B: Changes in instructional leadership
                  D: Changes in practices supporting effective implementation of job responsibilities
    Student   **Z: Did not evaluate student outcomes due to absence of reliable, valid or measurable data**

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

       o **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

       o **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

       o **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

       o **Improving Student Outcomes?**

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

Date approved: 7/12
Department: OPL
Name(s) of Component Author(s): Spencer Lunsford
Revision Date: 7/19 (Update to new format)

Technology: Annual Technology Activities

COMPONENT NUMBER: 3-003-073

> Function: Technology Integration/Digital Learning (3)
> Focus Area: Computer Science/Technology Education (003)
> Local Sequence Number(s): (073)

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

Participants are provided an opportunity to gain new knowledge and skills related to their position as the Technology Contact for their school site. Upon successful completion of the component participants will be able to identify and demonstrate instructional technologies as a means of enhancing the curriculum or other work-related activities.

SPECIFIC LEARNER OBJECTIVES:
1. Identify applicable job-related technologies.
2. Apply newly-learned technology skills in workplace environment.
3. Share new technical knowledge with colleagues in the work place.
4. Implement creative uses of technology in the work place.
5. Develop strategies for incorporating the use of new technology tools into daily work activities.
6. List critical issues related to technology and its use for instruction.
7. Identify safety issues related to increase use of technology by students.
8. Be aware of Internet Resources for curriculum, internet safety, etc. and share them appropriately.
9. Maintain hardware-tracking software to facilitate collection of State required documentation for the Technology Resource Inventory.

LEARNING PROCEDURES (Methods):
A: Knowledge Acquisition Workshop
I: Job Embedded Workshop

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

Participants will interact with activities designed specifically to introduce participants to, develop an understanding of, and gain a comfort level with new and existing technology in the district.

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

Instructional delivery will consist of lectures, discussions, online interactive tutorial, and/or hands-on experiences.

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 return to work and implement the new skills based on the instructions from the facilitator.

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

Facilitator will be available via email, phone or scheduled school visits to provide assistance and support for participants after the training to ensure understanding.

IMPACT EVALUATION PROCEDURES:

    Staff   **D: Changes in practices supporting effective implementation of job responsibilities**

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

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

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

  - **Improving Student Outcomes?**

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

Date approved: 7/12

Department: OPL

Name(s) of Component Author(s): Spencer Lunsford

Revision Date: 7/19 (Update to new format)

Technology: Exploring Educational Technology

COMPONENT NUMBER: 3-003-074

> Function: Technology Integration/Digital Learning (3)
> Focus Area: Computer Science/Technology Education (003)
> Local Sequence Number(s): (074)

POINTS TO BE EARNED: **30 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training for participants in the application of educational technology at all levels of education by providing them the opportunity to attend state and national technology conferences such as FETC and ISTE. After attending the conferences, participants will be able to address the innovative use of educational technology in instruction, administration, curriculum, and/or management.

SPECIFIC LEARNER OBJECTIVES:
Participants will be able to:

1. Recognize the goals for educational technology.
2. Develop instructional strategies for using educational technology in the classroom.
3. Discuss educational hardware available from various vendors.
4. List effective uses of educational technology in the classroom.
5. Identify grade-level appropriate software and their publishers.
6. Present an overview of the potential application of technology in classrooms to their peers.
7. Discuss potential applications of technology in the areas of administration, classroom management, or other school-related duties.
8. Share educational appropriate web sites for use in the classroom setting.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition Workshop
   I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?
Participants will receive prior approval from their administrator to attend state and national educational technology conferences and training. While at these activities, participants are expected to learn about new and innovative technologies to implement in their classrooms.

- **HOW** will the experiences be provided to participants during this delivery?
Participants will attend speakers and break-out sessions geared to their interest and implementation level. These sessions may be hands-on, lecture, blended or panel discussions.

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 return to work and share their new knowledge of the innovative educational technology with their administration and peers.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
The organization and participating vendors/facilitators will provide ongoing support for new knowledge learned in the

conferences. The district technology department may also be able to provide assistance in areas that have already been implemented or newly approved in the district.

IMPACT EVALUATION PROCEDURES:
    Staff   D: Changes in practices supporting effective implementation of job responsibilities
    Student   Z: Did not evaluate student outcomes due to absence of reliable, valid or measurable data

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

    o **Specific Learner Objectives?**
A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

    o **Increasing Educator Knowledge?**
Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

    o **Changing Educator Practice?**
Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

    o **Improving Student Outcomes?**
Did not evaluate student outcomes due to absence of reliable, valid and measurable cause and effect relationship between the professional development and impact on students.

Date approved: 7/12
Department: OPL
Name(s) of Component Author(s): Spencer Lunsford
Revision Date: 7/19 (Update to new format)

Technology: Online Professional Development

COMPONENT NUMBER: 3-003-075

>Function: Technology Integration/Digital Learning Support (3)
Focus Area: Computer Science/Technology Education (003)
Local Sequence Number(s): (075)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide teachers an opportunity to utilize online professional development as a means of enhancing classroom instruction.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Utilize content specific learning strategies to improve instruction
2. Integrate product applications into the curriculum.
3. Have a better understanding of assessment and data analysis.
4. Enhance core curriculum subject area knowledge.
5. Improve classroom management skills.
6. Provide mentoring assist new and struggling teachers.

LEARNING PROCEDURES (Methods):
  B: Electronic, Interactive
  C: Electronic, Non-Interactive
  F: Independent Inquiry

- **WHAT** will occur during this professional development component delivery?
Participants will participate in online staff development activities that will increase their knowledge in content specific areas in an online learning environment.

- **HOW** will the experiences be provided to participants during this delivery?
Instructional delivery will consist of online content, activities and quizzes. There will be opportunities for teachers to collaborate and reflect throughout the training. A qualified facilitator will develop the course outline based on the specific objectives stated above.

IMPLEMENTATION/MONITORING PROCEDURES:
  M: Structured Coaching and Mentoring
  N: Independent Learning
  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 return to work and implement the new skills based on the instructions from their facilitator.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Facilitator will be available via email, phone or scheduled school visits to aid and support participants after the training to ensure understanding.

IMPACT EVALUATION PROCEDURES:

      Staff   **A: Changes in instructional or learning environment**
                        B: Changes in instructional leadership
                        D: Changes in practices supporting effective implementation of job responsibilities
      Student   **D: Observation of student performance**
                        C: Portfolios of student work

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

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using written or demonstrated activities.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

  - **Improving Student Outcomes?**

Participants will be asked to reflect on student outcomes they have seen since the training occurred.

Date approved: 7/12
Department: OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date: 7/19 (Update to new format)

Technology: Virtual Online Teaching

COMPONENT NUMBER: 3-003-085

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Computer Science/Technology Education (003)
> Local Sequence Number(s): (085)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:
Participants will learn to create, deliver, and manage instruction through an online Learning Management System (LMS). They will learn methods of teaching that are unique to the online environment to improve the quality of courses and the completion rates for online courses for students.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Demonstrate LMS Setup requirements
2. Demonstrate LMS menu creation
3. Demonstrate LMS announcement systems
4. Demonstrate LMS discussion system
5. Demonstrate LMS content delivery
6. Demonstrate LMS tools
7. Demonstrate LMS tests and quizzes
8. Demonstrate LMS virtual classroom
9. Demonstrate LMS grade book
10. Demonstrate linking to external content
11. Demonstrate Using online presentation programs (PowerPoint or similar programs)
12. Demonstrate online "live discussion (Adobe Connect or similar programs)
13. Demonstrate screen video capture programs
14. Demonstrate screen capture

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive
   C: Electronic, Non-Interactive
   F: Independent Inquiry

- **WHAT** will occur during this professional development component delivery?
Participants will learn the processes for administering an online course using Moodle, Canvas or other LMS provided by the district. Demonstrations and activities will involve the participants in the training process.

- **HOW** will the experiences be provided to participants during this delivery?
Instructional delivery will consist of demonstrations, activities and hands-on experiences. There will be opportunities for teachers to collaborate and reflect throughout the training. A qualified facilitator will develop the course outline based on the specific objectives stated above.

IMPLEMENTATION/MONITORING PROCEDURES:
   M: Structured Coaching and Mentoring

N: Independent Learning
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 return to work and implement the new skills based on the instructions from their facilitator.

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

Facilitator will be available via email, phone or scheduled school visits to aid and support participants after the training to ensure understanding.

IMPACT EVALUATION PROCEDURES:
    Staff   **A: Changes in instructional or learning environment**
                  B: Changes in instructional leadership
                  D: Changes in practices supporting effective implementation of job responsibilities
    Student   **G: Did not evaluate student outcomes as "evaluation method staff" is more relevant**

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

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using written or demonstrated activities.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

  - **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the more significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/12
Department: OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date: 7/19 (Update to new format)

Technology: School-Based Integrated Technology

COMPONENT NUMBER: 3-003-123

> Function: Technology Integration/Digital Learning (3)
> Focus Area: Computer Science/Technology Education (003)
> Local Sequence Number(s): (123)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide the opportunity for schools to hold a variety of planned school improvement in-service activities for their faculties/staff throughout the course of the year for integrating technology in the curriculum. Upon successful completion of the component, participants will be able to demonstrate the use of technologies in targeted curriculum areas.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)
1. Identify and develop the use of instructional technologies using units in targeted subject areas.
2. Identify the use of multi-media streaming services as a means of enhancing instruction.
3. Use the computer and courseware to instruct students in targeted curriculum areas.
4. Create and organize units in targeted curriculum areas utilizing technology.
5. Utilize Office 365 programs to enhance instruction.
6. Utilize technology to make learning more accessible for all students.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition Workshop
   G: Structured Coaching and Mentoring
   I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?
Participants will complete hands-on activities designed to meet the objectives of this component. Appropriate materials will be available for the participants to use as resources and study guides.

- **HOW** will the experiences be provided to participants during this delivery?
Instructional delivery will consist of demonstrations, lectures, discussions, online interactive tutorial, and/or hands-on experiences. A qualified facilitator will develop the course outline based on the specific objectives stated above. This component is designed specifically to introduce participants to, develop an understanding of, and gain a working knowledge of the technology available at their school.

IMPLEMENTATION/MONITORING PROCEDURES:
   M: Structured Coaching and Mentoring
   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 implement the new skills based on the instructions from their facilitator. Including, but not limited to using the new skill with their students.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Facilitator will be available via email, phone or scheduled school visits to provide continuous support for

participants post-training to ensure successful application and deeper understanding.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment
                  B: Changes in instructional leadership
         D: Changes in practices supporting effective implementation of job responsibilities
    Student   Z: Did not evaluate student outcomes due to absence of reliable, valid or measurable data

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

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

  - **Improving Student Outcomes?**

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

Date approved: 7/12
Department: OPL
Name(s) of Component Author(s): Michael Knowlton
Revision Date: 7/19 (Update to new format)

Technology: Discovery Education Experience

COMPONENT NUMBER: 3-003-124

> Function: Technology Integration/Digital Learning (3)
> Focus Area: Computer Science/Technology Education (003)
> Local Sequence Number(s): (124)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:
The purpose of this component is to help participants learn how to integrate the Discovery Education Experience (DE) into the curriculum areas by creating lessons or units that will pull together available technologies. Participants will learn to apply technology effectively through ICT (Information, Communications & Technology) literacy. Upon successful completion of the component, participants will be able to demonstrate the use of the Discovery Education Experience in targeted curriculum areas.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)
1. Identify and use various DE Studio resources to enhance instruction.
2. Identify and develop the use of DE Pacing Guides for lessons or units in targeted subject areas.
3. Create and organize lessons or units in targeted curriculum areas using DE.
4. Use DE as a tool to research, organize, evaluate and communicate information.
5. Use DE to support students with multiple learning modalities.
6. Use Discovery Education's digital media to develop students' content knowledge.
7. Identify instructional strategies from Spotlight on Strategies to support students' learning and innovation skills.
8. Cultivate information, media, and technology skills in students using Discovery Education's content and digital tools.
9. Utilize Discovery Education resources to foster life and career skills in students.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition Workshop
  B: Electronic, Interactive
  C: Electronic, Non-Interactive
  F: Independent Inquiry
  G: Structured Coaching and Mentoring
  I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?
Participants will complete hands-on activities designed to meet the objectives of this component. Appropriate materials will be available for the participants to use as resources and study guides.

- **HOW** will the experiences be provided to participants during this delivery?
Instructional delivery will consist of lectures, discussions, online interactive tutorial, and/or hands-on experiences. A qualified facilitator will develop the course outline based on the specific objectives stated above. This component is designed specifically to introduce participants to, develop an understanding of, and gain a facility with desktop publishing applications.

IMPLEMENTATION/MONITORING PROCEDURES:
  M: Structured Coaching and Mentoring

N: Independent Learning
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 return to work and implement the new skills based on the instructions from their facilitator.

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

Facilitator will be available via email, phone or scheduled school visits to provide assistance and support for participants after the training to ensure understanding.

IMPACT EVALUATION PROCEDURES:

Staff **A: Changes in instructional or learning environment**
B: Changes in instructional leadership
D: Changes in practices supporting effective implementation of job responsibilities
Student   **Z: Did not evaluate student outcomes due to absence of reliable, valid or measurable data**

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

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting.

  - **Improving Student Outcomes?**

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

Date approved: 7/12
Department: OPL
Name(s) of Component Author(s): Click here to enter text.
Revision Date: 7/19 (Update to new format)

Health and Wellness Workshop

COMPONENT NUMBER: 2-005-005

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Health/Nutrition (005)
> Local Sequence Number(s): (005)

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

DESCRIPTION:

The purpose of this component is to provide opportunities for participants to receive training in current trends and issues in health and wellness. Upon successful completion of this component, participants will be able to implement the acquired knowledge into their daily life and curriculum.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.
1. Discuss the definition of WELLNESS and the behaviors that promote wellness.
2. Discuss the health related components of physical fitness and how to develop a fitness program.
3. Discuss the major effects and benefits of cardio respiratory endurance.
4. Discuss muscular endurance and strength and how they relate to wellness.
5. Discuss the basic food groups according to the food pyramid and the principles of a good diet.
6. Plan a day's menu based on the food group checklist.
7. Discuss mental health issues.
8. Demonstrate knowledge of strategies for managing stress.
9. Discuss the warning signs of depression.
10. Discuss available resources for families regarding health and wellness.

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

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

Participants will be involved in activities that include a review of current research, practices, programs, and resource materials designed for sharing ideas.

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

They may include, but will not be limited to lectures, discussions, demonstrations, and/or use of appropriate materials in local, regional, state, or national conferences or workshops.

IMPLEMENTATION/MONITORING PROCEDURES:
   N: Independent Learning

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

Participants will be asked to take their new knowledge and use it to improve their own health and share their new knowledge with others.

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

The facilitator will provide ongoing support through email, visits and other methods. The will provide resources when available.

IMPACT EVALUATION PROCEDURES:
> **Staff G: Changes in observed educator proficiency in practices that occur without student present**
> **Student Z: Did not evaluate student outcomes due to absence of reliable or valid cause and effect**

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

    o **Specific Learner Objectives?**

The training will be created and facilitated by a qualified and knowledgeable facilitator will ensure that the component objectives are included as expected.

    o **Increasing Educator Knowledge?**

Participants will be asked to demonstrate their understanding through short quizzes, verbal and written activities and use of new skills during the training.

    o **Changing Educator Practice?**

Participants will be asked to reflect on the changes they see with within themselves or with others around the impacted by their new knowledge.

    o **Improving Student Outcomes?**

Did not evaluate student outcomes due to absence of reliable, valid and measurable cause and effect relationships between the professional development and the impact on students.

Date approved: 7/15
Department: Risk Management
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/19 (Update to new format)

Health: Physical Education Update

COMPONENT NUMBER: 2-005-013

     Function: Instructional Methodology/Faculty Development (2)
     Focus Area: Health/Nutrition (005)
     Local Sequence Number(s): (013)

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

The purpose of this component is to assist teachers in obtaining and improving professional knowledge related to their programs. Upon successful completion of the component, participants will be able to implement instruction in specific areas of the K-12 curriculum.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Provide academic and supportive services to teachers and supervisors in promoting health in the K-12 curriculum.
2. Provide academic and supportive services to teachers and supervisors in promoting physical education in the
3. K-12 curriculum.
4. Provide academic and supportive services to teachers and supervisors in promoting dance in the K-12 curriculum.
5. Prepare lessons that provide updated knowledge as mandated in the state approved curriculum frameworks.
6. Assist classroom teachers in implementing health education in the K-12 classroom.
7. Assist classroom teachers in implementing physical education in the K-12 classroom.
8. Assist classroom teachers in implementing dance education in the K-12 curriculum.
9. Assist coordinating health, physical education, and dance student performance outcomes for school-based implementation.
10. Specify current trends in health education.
11. Discuss current laws, rules, and policies pertaining to health education.
12. Identify services that are available through other agencies that can support and enhance the health education program.
13. Develop effective record keeping/reporting procedures.
14. Instruct their colleagues in areas of their own expertise.

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

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

Participants will be involved in workshop activities that include a review of current research, practices, programs, and resource materials designed for sharing ideas.

- **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 laboratory activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant product related to training
    O: Collaborative Planning
    N: Independent Learning

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

Participants will be asked to take their new knowledge and use it to improve their own health and share their new knowledge with others.

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

The facilitator will provide ongoing support through email, visits and other methods. The will provide resources when available.

IMPACT EVALUATION PROCEDURES:
    Staff G: Changes in observed educator proficiency in practices that occur without student present
    Student Z: Did not evaluate student outcomes due to absence of reliable or valid cause and effect

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

        o **Specific Learner Objectives?**

The training will be created and facilitated by a qualified and knowledgeable facilitator will ensure that the component objectives are included as expected.

        o **Increasing Educator Knowledge?**

Participants will be asked to demonstrate their understanding through short quizzes, verbal and written activities and use of new skills during the training.

        o **Changing Educator Practice?**

Participants will be asked to reflect on the changes they see with within themselves or with others around the impacted by their new knowledge.

        o **Improving Student Outcomes?**

Did not evaluate student outcomes due to absence of reliable, valid and measurable cause and effect relationships between the professional development and the impact on students.

Date approved: 7/15
Department: Student Services
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/19 (Update to new format)

General Knowledge English: Content for Test Prep

COMPONENT NUMBER: 1-008-002

>Function: Subject Content/Academic Standards (1)
>Focus Area: Language Arts (008)
>Local Sequence Number(s) (002)

POINTS TO BE EARNED: **30 maximum points per certificate**
DESCRIPTION:
The purpose of this component is to increase the knowledge and skills in the English competencies and skills. Upon successful completion, participants will have a basic knowledge of curriculum and material covered on the English portion of the General Knowledge test.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
• Identify logical order in a written passage
• Identify irrelevant sentences
• Choose the appropriate word or expression in context
• Recognize commonly confused or misused words or phrases
• Recognize diction and tone appropriate to a given audience
• Recognize correct placement of modifiers
• Recognize parallelism, including parallel expression for parallel ideas
• Recognize fragments, comma splices, and run-on sentence
• Identify standard verb forms and appropriate shifts in verb tense
• Identify agreement between subject and verb
• Identify agreement between pronoun and antecedent
• Identify inappropriate pronoun shifts
• Identify clear pronoun case forms
• Identify proper case forms
• Identify the correct use of adjectives and adverbs
• Identify appropriate comparative and superlative degree forms
• Identify standard spelling, punctuation and capitalization
• Formulate a thesis or statement of main idea
• Organize ideas and details effectively
• Provide adequate, relevant support material
• Use effective transitions and demonstrate a mature command of language
• Use variety of sentence patterns effectively
• Maintain consistent point of view
• Observe the conventions of standard American English
• Recognize main idea and determine purpose
• Identify supporting details
• Determine meaning of words or phrases in context
• Identify overall organizational pattern
• Distinguish between fact and opinion
• Recognize bias and tone
• Determine relationships between sentences
• Analyze the validity of arguments
• Draw logical inferences and conclusions

LEARNING PROCEDURES (Methods):
    A: Knowledge Acquisition: Workshop

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

Participants will be taught the most commonly missed skills on the English General Knowledge test and provided with methods to and study guides to help further their studies before taking the test.

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

The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator. Test examples with modeling of the correct answers will be provided as well as workable examples for participants to engage in practice.

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

Participants will be given methods to access study guides which should be completed prior to taking the General Knowledge English test.

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

This training provides participants with multiple ways to practice using study guides and examples from the training.

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

Facilitator will be available to provide continued support for participants as they practice for the test.

IMPACT EVALUATION PROCEDURES:
    Staff G: Changes in observed educator proficiency in practices that occur generally without students
    Student G: Did not evaluate student outcomes as "evaluation method, staff" is more relevant

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

      o **Specific Learner Objectives?**

Participant's ability to pass the General Knowledge English portion of the test.

      o **Increasing Educator Knowledge?**

Participant's ability to pass or improve their score the General Knowledge English portion of the test.

      o **Changing Educator Practice?**

Participant's ability to pass the General Knowledge English portion of the test.

      o **Improving Student Outcomes?**

There is no impact on student performance outcomes for this training.

Date approved: 7/12
Department: Literacy
Name(s) of Component Author(s): Stephanie Alexander
Revision Date: 6/19 (Update to new format)

Language Arts: Update

COMPONENT NUMBER: 2-008-020

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Language Arts (008)
> Local Sequence Number(s): (020)

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

The purpose of this component is to introduce teachers in the area of language, e.g., ESOL, foreign language, language arts, reading, speech, drama, theater, to updated concepts, trends, strategies, and materials in their respective fields as well as to enhance their knowledge of the Standards for Reading and Language Arts and improve their skill in providing instruction in the standards and assessing the standards effectively. These goals will be accomplished through participation in local, regional, state, or national conferences and/or workshops. Upon successful completion of the component, participants will be able to evaluate and appropriately integrate the standards, concepts, strategies, information, and/or materials into their classrooms.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate knowledge of research, theories, and practices in their area.
2. Identify methods of applying research or theories in their area.
3. Discuss current laws or rules pertaining to their area.
4. Discuss trends in instructional programs in their area.
5. Demonstrate the ability to evaluate instructional effectiveness of selected trends.
6. Demonstrate the ability to adapt a curriculum to incorporate selected trends.
7. Demonstrate the ability to design a curriculum to incorporate selected trends.
8. Demonstrate the ability to implement curriculum to incorporate selected trends.
9. Demonstrate the ability to organize and conduct instruction in their area.
10. Demonstrate the ability to evaluate the effectiveness of their own or another's instruction.
11. Select appropriate strategies for instruction
12. Demonstrate methods of integrating instruction in their area.
13. Demonstrate methods for correlating instruction with other disciplines.
14. Select and develop appropriate strategies or instruments for student evaluation.
15. Adapt strategies to make them appropriate for student evaluation.
16. Discuss strengths and weaknesses of various alternative evaluation instruments or strategies.
17. Discuss trends in instructional materials in their area.
18. Discuss methods of evaluating the effectiveness of instructional materials.
19. Demonstrate the ability to evaluate, select, and adapt instructional materials in their area.
20. Discuss techniques for managing instructional materials, equipment, and resources.
21. Discuss the integration of technology into classroom instruction and management.
22. Demonstrate the ability to share ideas, strategies, and knowledge with others in their area.
23. Demonstrate the ability to use observation techniques for gaining new ideas for classroom use.
24. Demonstrate knowledge of the State Standards in Reading and Language Arts.
25. Demonstrate ability to align instruction and assessment to the State Standards in Reading and Language Arts.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop

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

Participants will be involved in local, regional, state, or national conferences or workshops for the purpose of achieving the specific objectives. Participants will attend lectures; engage in discussions and laboratory activities; review research,

practices, programs, and resource materials; participate in online activities, and share with peers in formal and informal sessions.

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

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include lectures, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training
   M: Structured Coaching/Mentoring
   O: Collaborative Planning

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

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

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

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed. The facilitator will be available for consultation via email, phone or site visits when requested.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: D: Observation of student performance

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

  o **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  o **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  o **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

  o **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: 7/2012

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date: 7/2019 (update to new format)

Literacy: Standards Based Curriculum, Assessment and Instruction

COMPONENT NUMBER: 2-008-023

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Language Arts (008)
> Local Sequence Number(s): (023)

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

DESCRIPTION:

The general objective of this component is to improve student achievement. This will be accomplished by enhancing teacher knowledge and skills in standards-based curriculum, assessment, and instruction.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.
1. Recognize and understand the requirements of the Florida state adopted standards.
2. Plan and develop instruction aligned to the Florida state adopted standards.
3. Demonstrate an understanding of common vocabulary associated with assessments such as formative, summative, performance tasks, rubrics, distracters, item difficulty, and cognitive complexity.
4. Demonstrate an understanding of best practices in curriculum, instruction, and assessment.
5. Create formative assessments aligned to state adopted standards and district curriculum.
6. Create summative assessments aligned to state adopted standards and district curriculum.
7. Integrate instructional technology in content specific curriculum.
8. Embed content specific literacy standards into curriculum.
9. Differentiate instruction and assessment as appropriate for each student including ESE and ELL.
10. Determine sequence of instruction and assessment to ensure student mastery of state adopted standards.
11. Select appropriate resources to enhance standards-based instruction and assessment.
12. Use district adopted curriculum materials and assessment tools.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition
  I: Job-Embedded Workshop

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

Participants will attend lectures; engage in discussions and laboratory activities; review research, practices, programs, and resource materials; participate in online activities, and share with peers in formal and informal sessions.

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

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include lectures, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant product related to training
  M: Structured Coaching/Mentoring
  O: Collaborative Planning

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

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

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

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed. The facilitator will be available for consultation via email, phone or site visits when requested.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: D: Observation of student performance

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

   o **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

   o **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

   o **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

   o **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: 7/2012

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date: 8/2019 (update to new format)

GK Math: Content for Test Prep

COMPONENT NUMBER: 1-009-003

> Function: Subject Content/Academic Standards (1)
> Focus Area: Mathematics (009)
> Local Sequence Number(s): (003)

POINTS TO BE EARNED: **30 maximum points per certificate**

DESCRIPTION:

The purpose of this component is to increase the knowledge and skills in mathematics competencies and skills. Upon successful completion, participants will have a basic knowledge of curriculum and concepts covered on the mathematics portion of the General Knowledge test.

SPECIFIC LEARNER OBJECTIVES:

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

Competency 1—Knowledge of number sense, concepts, and operations
1. Compare real numbers and identify their location on a number line.
2. Solve real-world problems involving the four operations with rational numbers.
3. Evaluate expressions involving order of operations.

Competency 2—Knowledge of geometry and measurement
4. Identify and classify simple two- and three-dimensional figures according to their mathematical properties.
5. Solve problems involving ratio and proportion (e.g., scaled drawings, models, real-world scenarios).
6. Determine an appropriate measurement unit and form (e.g., scientific notation) for real-world problems involving length, area, volume, or mass.
7. Solve real-world measurement problems including fundamental units (e.g., length, mass, time), derived units (e.g., miles per hour, dollars per gallon), and unit conversions.

Competency 3—Knowledge of algebraic thinking and the coordinate plane
8. Determine whether two algebraic expressions are equivalent by applying properties of operations or equality.
9. Identify an algebraic expression, equation, or inequality that models a real-world situation.
10. Solve equations and inequalities (e.g., linear, quadratic) graphically or algebraically.
11. Determine and solve equations or inequalities, graphically or algebraically, in real-world problems.
12. Graph and interpret a linear equation in real-world problems (e.g., use data to plot points, explain slope and y-intercept, determine additional solutions).
13. Identify relations that satisfy the definition of a function.
14. Compare the slopes of two linear functions represented algebraically and graphically.

Competency 4—Knowledge of probability, statistics, and data interpretation
15. Analyze data presented in various forms (e.g., histograms, bar graphs, circle graphs, pictographs, line plots, tables) to solve problems.
16. Analyze and evaluate how the presentation of data can lead to different or inappropriate interpretations in the context of a real-world situation.
17. Calculate range, mean, median, and mode of data sets.
18. Interpret the meaning of measures of central tendency (i.e., mean, median, mode) and dispersion (i.e., range, standard deviation) in the context of a real-world situation.
19. Analyze and evaluate how the selection of statistics (e.g., mean, median, mode) can lead to different or inappropriate interpretations in the context of a real-world situation.
20. Solve and interpret real-world problems involving probability using counting procedures, tables, and tree diagrams.
21. Infer and analyze conclusions from sample surveys, experiments, and observational studies.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition: Workshop

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

Participants will be taught the most commonly missed skills on the Mathematics General Knowledge test and provided with solution methods to help further their studies before taking the test.

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

The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator. Test examples with modeling of the correct solution procedures will be provided as well as workable examples for participants to engage in practice.

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

Participants will be given information to access study guides which should be completed prior to taking the General Knowledge Mathematics test.

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

This training provides participants with multiple ways to practice using study guides and examples from the training.

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

Facilitator will be available to provide continued support for participants as they practice for the test.

IMPACT EVALUATION PROCEDURES:
   Staff G: Changes in observed educator proficiency in practices that occur generally without students
   Student G: Did not evaluate student outcomes as "evaluation method, staff" is more relevant

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

  o **Specific Learner Objectives?**

Participant's ability to pass the General Knowledge Mathematics portion of the test.

  o **Increasing Educator Knowledge?**

Participant's ability to pass or improve their score the General Knowledge Mathematics portion of the test.

  o **Changing Educator Practice?**

Participant's ability to pass the General Knowledge Mathematics portion of the test.

  o **Improving Student Outcomes?**

There is no impact on student performance outcomes for this training.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019 (update to new format)

Math/Science Curriculum Development Through the Use of State Standards

COMPONENT NUMBER: 2-009-007

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Mathematics (009)
> Local Sequence Number(s): (007)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide initial and ongoing training in the integration of Florida State Standards into the mathematics and science curriculum for curriculum enhancement, critical thinking and problem-solving skills. Upon successful completion of the component, participants will be able to utilize the Florida State Standards (benchmarks) to develop mathematics and science curriculum for grades K - 12.

SPECIFIC LEARNER OBJECTIVES:

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

1. Recognize the identification system assigned to the State Standards.
2. Identify assessment details and item specifications as they relate to the State Standards.
3. Identify activities that will integrate academic subjects with one another.
4. Demonstrate skills in organizing, conducting, and evaluating mathematics and science lessons and tasks.
5. Discuss management of mathematics and science education materials, equipment, and resources.
6. Identify and or develop student performance standards/learning goals.
7. Plan and implement curriculum improvements.
8. Discuss innovative programs and instructional methods/techniques for mathematics and science education.
9. Demonstrate the ability to adapt, design, and implement math/science curriculum to meet the needs of the individual student.
10. Identify areas of vertical alignment within the State Standards among grade levels.
11. Discuss teacher and student actions correlated with each specific State Standard.
12. Examine and identify areas of strength or weakness in district adopted curriculum regarding coverage of the State Standards.

LEARNING PROCEDURES (Methods):
A: Knowledge Acquisition: Workshop

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

Participants will receive information regarding several of the component objectives listed above as they study and reflect upon the State Standards for their specific grades/courses.

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

The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator and dialogue among the participants.

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

Participants will use the information gained in training to develop enhanced standards-based lessons and activities for students that are well-aligned with state course descriptions and that place students on a trajectory for strong state assessment performance.

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

Activities include developing enhanced standards-based lessons and activities for students that are well-aligned with state course descriptions and that place students on a trajectory for strong state assessment performance.

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

Facilitator will be available to provide continued support for participants as they adjust their instructional practice to better align with State Standards.

IMPACT EVALUATION PROCEDURES:
  Staff D: Observation of student performance.
  Student F: Changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

  - **Specific Learner Objectives?**

Participant's ability to implement effective standards-based instruction as measured by state and local assessments.

  - **Increasing Educator Knowledge?**

Participant's ability to implement effective standards-based instruction as measured by state and local assessments.

  - **Changing Educator Practice?**

Participant's ability to implement effective standards-based instruction as measured by state and local assessments.

  - **Improving Student Outcomes?**

Participant's ability to implement effective standards-based instruction as measured by state and local assessments.

Date approved: 7/2012
Department: Math/Science,
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019

Math: Methods and Trends

COMPONENT NUMBER: 2-009-048

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Mathematics (009)
> Local Sequence Number(s): (048)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide opportunities for math teachers to receive the latest information and materials available in their respective field through participation in local, regional, state, or national conferences and/or workshops. Upon successful completion of the component, participants will be able to integrate new skills and/or knowledge into their curriculum and share new skills & knowledge with their colleagues.

SPECIFIC LEARNER OBJECTIVES:

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

1. Discuss current laws and rules covering the math education areas.
2. Specify the latest trends in instructional development for math.
3. Identify and discuss instructional strategies and activities appropriate to a given age/developmental level.
4. Demonstrate skills in organizing, conducting, and evaluating math lessons and tasks.
5. Discuss availability, use, and classroom management of math education materials, equipment, and resources.
6. Explore activities to integrate and correlate math with other subjects.
7. Discuss innovative programs and instructional techniques for math education.
8. Demonstrate the ability to adapt, design, and implement a math curriculum to meet the needs of the individual student.
9. Relate ideas shared by other professional colleagues and lecturers with colleagues.

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

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

Participants will be taught the latest mathematics methods and trends outlined in the objectives above.

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

The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator and dialogue among the participants.

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

Participants will be given tools and information to be able to create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

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

Participants will create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

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

Facilitator will be available to provide continued support for participants as they create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

IMPACT EVALUATION PROCEDURES:
  Staff D: Observation of student performance.
  Student F: Changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

  o **Specific Learner Objectives?**

Participant's ability to implement effective mathematics methods and trends as measured by state and local assessments.

  o **Increasing Educator Knowledge?**

Participant's ability to implement effective mathematics methods and trends as measured by state and local assessments.

  o **Changing Educator Practice?**

Participant's ability to implement effective mathematics methods and trends as measured by state and local assessments.

  o **Improving Student Outcomes?**

Participant's ability to implement effective mathematics methods and trends as measured by state and local assessments.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019

Math: Math Education

COMPONENT NUMBER: 2-009-049

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Mathematics (009)
> Local Sequence Number(s): (049)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
The purpose of this component is to increase the knowledge and skills of participants in mathematical structures and connections across multiple mathematical concepts and the examination of trends of student cognition of these structures and connections.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Identify and/or develop instructional pathways that address common student misconceptions regarding mathematical content.
2. Identify areas of weakness on State Assessment Tests and determine effective methods for strengthening those areas.
3. Plan purposeful questions that spur meaningful discourse among students to make their learning visible.
4. Discover and use strategic mathematical representations to solidify conceptual math instruction.
5. Discuss strategies to support productive struggle with mathematics students.
6. Identify techniques to elicit and use evidence of student thinking.
7. Identify and implement mathematical tasks that promote reasoning and problem solving.
8. Examine pathways to build procedural fluency from conceptual understanding.

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

• **WHAT** will occur during this professional development component delivery?
Participants will be taught strategies to enhance math education outlined in the objectives above.

• **HOW** will the experiences be provided to participants during this delivery?
The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator and dialogue among the participants.

IMPLEMENTATION/MONITORING PROCEDURES:
 P: Participant Product related to training
Participants will be given tools and information to be able to create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

• **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

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

Facilitator will be available to provide continued support for participants as they create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

IMPACT EVALUATION PROCEDURES:
  Staff D: Observation of student performance.
  Student F: Changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

    o **Specific Learner Objectives?**

Participant's ability to implement effective mathematics education strategies as measured by state and local assessments.

    o **Increasing Educator Knowledge?**

Participant's ability to implement effective mathematics education strategies as measured by state and local assessments.

    o **Changing Educator Practice?**

Participant's ability to implement effective mathematics education strategies as measured by state and local assessments.

    o **Improving Student Outcomes?**

Participant's ability to implement effective mathematics education strategies as measured by state and local assessments.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019

Math: School-Based

COMPONENT NUMBER: 2-009-054

      Function: Instructional Methodology/Faculty Development (2)
      Focus Area: Mathematics (009)
      Local Sequence Number(s): (054)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide the opportunity for schools to hold a variety of school improvement in-service activities for their staff throughout the course of the year. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Identify and/or develop instructional pathways that address common student misconceptions regarding mathematical content.
2. Identify areas of weakness on State Assessment Tests and determine effective methods for strengthening those areas.
3. Plan purposeful questions that spur meaningful discourse among students to make their learning visible.
4. Discover and use strategic mathematical representations to solidify conceptual math instruction.
5. Discuss strategies to support productive struggle with mathematics students.
6. Identify techniques to elicit and use evidence of student thinking.
7. Identify and implement mathematical tasks that promote reasoning and problem solving.
8. Examine pathways to build procedural fluency from conceptual understanding.
9. Examine vertical alignment of standards between grade levels.
10. Discuss management of math education materials, equipment, and resources.
11. Explore activities to integrate and correlate math with other subjects.
12. Demonstrate the ability to adapt, design, and implement a math curriculum to meet the needs of the individual student.

LEARNING PROCEDURES (Methods):
 A: Knowledge Acquisition: Workshop

- **WHAT** will occur during this professional development component delivery?
Participants will be taught strategies to enhance math education outlined in the objectives above.

- **HOW** will the experiences be provided to participants during this delivery?
The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator and dialogue among the participants. Participants may earn inservice credits for a wide variety of mini-workshop sessions, each with the ability to stand alone, to be held as an integral part of faculty meetings or as a series of mini-workshops.

IMPLEMENTATION/MONITORING PROCEDURES:
 P: Participant Product related to training
Participants will be given tools and information to be able to create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):
Participants will create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

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

Facilitator will be available to provide continued support for participants as they create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

IMPACT EVALUATION PROCEDURES:
  Staff D: Observation of student performance.
  Student F: Changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

  - o **Specific Learner Objectives?**

Participant's ability to implement effective mathematics education strategies as measured by state and local assessments.

  - o **Increasing Educator Knowledge?**

Participant's ability to implement effective mathematics education strategies as measured by state and local assessments.

  - o **Changing Educator Practice?**

Participant's ability to implement effective mathematics education strategies as measured by state and local assessments.

  - o **Improving Student Outcomes?**

Participant's ability to implement effective mathematics education strategies as measured by state and local assessments.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/16/2019

Music: Choral Music Education

COMPONENT NUMBER: 2-010-001
    Function: Instructional Methodology/Faulty Development (2)
    Focus Area: Music (010)
    Local Sequence Number(s): (001)

POINTS TO BE EARNED: **60 points per certificate**

DESCRIPTION:
The purpose of this component is to provide teachers with information on the most effective music methods, materials, and equipment. Upon successful completion of the component, participants will be able to effectively use the methods, materials, and equipment demonstrated through this training.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)
1. Explore activities to integrate and correlate music with other subjects.
2. Demonstrate improved rehearsal skills.
3. Review and evaluate new methods, materials, and/or equipment.
4. Specify current laws, rules, and policies affecting music education.
5. Review and evaluate music programs/curriculum.
6. Demonstrate a variety of movement activities.
7. Develop activities and games to motivate students.
8. Organize materials and curriculum.
9. Use Orff and Kodaly techniques effectively in the classroom.
10. Teach basic music reading skills to students.
11. Teach students to compose music.
12. Play recorders, ukulele and other Orff instruments.
13. Demonstrate principles of movement according to Orff techniques.
14. Lead students through chants, rhymes, and poetry.
15. Demonstrate singing and moving games.
16. Demonstrate technology music software

LEARNING PROCEDURES (Methods):

    Letter: I: Job-Embedded Workshop
          D: Learning Community

- **WHAT** will occur during this professional development component delivery?
Participants may be involved in such activities as lectures, discussions, workshops, professional conferences, visitations to other classes or programs, role playing, question-and-answer time, and other appropriate methods for acquiring the competencies needed. Emphasis will be placed on adapting all activities to meet the needs of the grade levels or areas of music education covered by the individual participants.

- **HOW** will the experiences be provided to participants during this delivery?
Activities designed to assist participants in accomplishing the specific objectives above will be conducted through the school year, beginning with the county-wide inservice day in late summer. Inservice activities will be designed and/or coordinator by the Music Coordinator(s) for the district.

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 be expected to take their new skills and strategies and use them in their music classroom with students. They may be asked to show lesson plans, student surveys, competition notes and scores or reflection on their lessons as evidence.

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

The Choral Music Coordinator for the district will provide support and mentoring for those who need assistance during implementation. Communication will be done via email, phone or site visits.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices
   Student D: Observation of Student Performance

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

   o **Specific Learner Objectives?**

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities,

   o **Increasing Educator Knowledge?**

During training sessions participants will be asked to show their retention of knowledge with verbal, written or demonstrated activities.

   o **Changing Educator Practice?**

Evaluation of educator knowledge will be determined by the activity leader or designee through analysis of portfolios maintained by the training participant and documented observation by administrators.

   o **Improving Student Outcomes?**

Evaluation of improved student outcomes will be determined by the activity leader or designee through analysis of student performance data, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: 7/2012
Department: Choral Music
Name(s) of Component Author(s): Marianne Robey, Alisha Coon
Revision Date: 8/2018 (update to new format)

Band: Rehearsal/Performance Strategies and Techniques

COMPONENT NUMBER: 2-010-010

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Music (010)
> Local Sequence Number(s): (010)

POINTS TO BE EARNED: 90 maximum points per year

DESCRIPTION:

The purpose of this component is to provide opportunities for band directors to observe real-time instruction being given by a master teacher in both rehearsal and performance environments where information, techniques, strategies, and current trends can be observed in an applicable way. Upon successful completion of this component, participates will be able to effectively incorporate the knowledge, strategies, and techniques into their own classroom environments.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate knowledge of research, theories, practices, and current trends through observation.
2. Better evaluate the effectiveness of their current teaching strategies and how they impact their programs.
3. Incorporate some of the newly learned methods and strategies into their own rehearsal and performance environments.
4. Effectively discuss current trends and strategies along with the sharing of new ideas among their Professional Learning Community.
5. Reinforce their understanding of "excellence in musical performance" *(what is referred to as "keeping our band director ears")* by observing and listening to high-caliber performances of musical ensembles.
6. Better understand the levels and grading procedures of music performance assessment through professional adjudication methods.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop

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

Participants may be involved in such activities as workshops, clinics, conferences, lectures, master classes, discussions, and professional learning communities. Inservice activities will be designed and/or coordinated by the Instrumental Coordinator for the district.

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

Inservice activities will be designed and/or coordinated by the Instrumental Coordinator for the district. Participants may be involved in such activities as the following:

1. Observation of rehearsals & performances of other band programs in a clinical situation, including but not limited to, honor bands at both local, state, and regional events.
2. Attends District Music Performance Assessments to watch performances of other school bands in an effort to better understand the evaluation system.
3. Observations of performances by professional musicians and other music ensembles that are applicable to the participant's teaching assignment *(ie…Pensacola Civic Band, Pensacola Symphony, Brass Quintet, Guest Artists)*
4. Activities where the participant works with a guest master teacher/mentor who visits their classroom environment providing feedback to enhance the performance abilities of both teacher and students.
5. Experiences where the participant sits under the baton of a master teacher/conductor in order to observe and gain knowledge, methods, and practices. *(ie…participation in local community bands & ensembles)*

6. Unique activities may include collaborative efforts where members of a professional learning community come together to develop strategies to improve student performance levels based on professional feedback from certified adjudicators.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant product related to training
    O: Collaborative Planning
    M: Structured Coaching/Mentoring

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

  Emphasis is placed on adapting the information and knowledge to create better organization within the band program, more efficient teaching practices for the participant, or assist in developing new strategies to better enhance the many facets of the band program.

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

The Instrumental Coordinator for the district will provide support and mentoring for those who need assistance during implementation. Communication will be done via email, phone or site visits.

IMPACT EVALUATION PROCEDURES:
    Staff   A: Changes in instructional or learning environment practices
    Student F: Other performance assessment(s) that reveal impact on students

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

  o **Specific Learner Objectives?**

Evaluation of specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade book, or curriculum alignment data.

  o **Increasing Educator Knowledge?**

Participants will be asked to demonstrate their new knowledge during the training. Reflection, activities and collaboration are a few ways they can demonstrate their knowledge.

  o **Changing Educator Practice?**

Emphasis is placed on adapting the information and knowledge to create better organization within the band program, more efficient teaching practices for the participant, or assist in developing new strategies to better enhance the many facets of the band program.   Information gained may also contribute to the development of or supplement other general music classes.

  o **Improving Student Outcomes?**

Student performance can be measured through judged and non-judged performances as well as routine classroom tests and activities to show their skill and knowledge.

Date approved: 7/2014
Department: Music/Band
Name(s) of Component Author(s): Gray Weaver, Instrumental Coordinator
Revision Date: 7/2018

Band: Professional Clinics, Workshops, and Learning Communities

COMPONENT NUMBER: 2-010-011

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Music (010)
> Local Sequence Number(s): (011)

POINTS TO BE EARNED: **90 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide band directors with the most effective teaching strategies, methods, procedures, logistics, and use of equipment through participation in professional clinics, conferences, workshops, and collegial learning communities. Upon successful completion of the component, participants will be able to effectively use the information, methods, and equipment demonstrated through this training.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate the knowledge of common logistics, theories, and practices in their music programs.
2. Discuss trends in instructional programs, materials, and equipment in their area.
3. Demonstrate the ability to adapt, design, and implement a curriculum incorporating trends.
4. Share ideas, strategies, and knowledge with others in their professional learning communities.
5. Discuss the use of technology in music.
6. Preview resource materials available before purchasing *(visiting exhibits & training sessions)*
7. Explore activities to integrate and correlate music with other subjects.
8. Demonstrate improved rehearsal skills and an expanded musical knowledge.
9. Review and evaluate new methods, materials, and/or equipment.
10. Specify current laws, rules, and policies affecting music education.
11. Demonstrate a variety of movement activities.
12. Develop activities and games to motivate students.
13. Review, evaluate, and organize music materials and curriculum.
14. Teach basic music reading skills to students.
15. Teach students to arrange/compose music.
16. Effectively operate audio play-back and recording systems.

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

- **WHAT** will occur during this professional development component delivery?
Participants may be involved in such activities as workshops, clinics, conferences, lectures, master classes, discussions, and professional learning communities. Inservice activities will be designed and/or coordinated by the Instrumental Coordinator for the district.

- **HOW** will the experiences be provided to participants during this delivery?
Delivery of information is usually presented in a verbal manner and doesn't necessarily include performer involvement. Activities may be in a formal setting such as a conference or in a more relaxed environment, such as professional learning communities, where colleagues gather to discuss trends, issues, challenges, solutions, and personal experiences.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant product related to training
    O: Collaborative Planning
    M: Structured Coaching/Mentoring

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

  Emphasis is placed on adapting the information and knowledge to create better organization within the band program, more efficient teaching practices for the participant, or assist in developing new strategies to better enhance the many facets of the band program.

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

The Instrumental Coordinator for the district will provide support and mentoring for those who need assistance during implementation. Communication will be done via email, phone or site visits.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment practices
    Student F: Other performance assessment(s) that reveal impact on students

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

  - **Specific Learner Objectives?**

Evaluation of specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade book, or curriculum alignment data.

  - **Increasing Educator Knowledge?**

Participants will be asked to demonstrate their new knowledge during the training through verbal or written means. Reflection, activities and collaboration are a few ways they can demonstrate their knowledge.

  - **Changing Educator Practice?**

Emphasis is placed on adapting the information and knowledge to create better organization within the band program, more efficient teaching practices for the participant, or assist in developing new strategies to better enhance the many facets of the band program.   Information gained may also contribute to the development of or supplement other general music classes.

  - **Improving Student Outcomes?**

Student performance can be measured through judged and non-judged performances as well as routine classroom tests and activities to show their skill and knowledge.

Date approved: 7/2014
Department: Music/Band
Name(s) of Component Author(s): Gray Weaver, Instrumental Coordinator
Revision Date: 7/2018

Reading: Update

COMPONENT NUMBER: 2-013-026

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (026)

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

DESCRIPTION:

The purpose of this component is to introduce teachers to and enhance their knowledge of scientifically-based research in reading, the requirements of the K-12 Comprehensive Research-Based Reading Plan, the Next Generation Sunshine State Standards in Reading and Language Arts, as well as trends, strategies, and materials in the field of reading. Upon successful completion of the component, participants will be able to evaluate and appropriately integrate the concepts, strategies, information, and/or materials into their classrooms.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate knowledge of scientifically-based research, theories, and practices in reading, including essential components of effective reading instruction.
2. Demonstrate knowledge of formative assessment, including running records (miscue analysis) and fluency measures.
3. Demonstrate the ability to conduct Read Alouds.
4. Understand Think Aloud strategies and demonstrate the use of them.
5. Demonstrate the ability to teach how words work, using the following strategies or techniques: making and breaking, sound boxes, principles and practices of word study, building and using word walls, and use of word patterns.
6. Select appropriate word study strategies for advanced readers and writers, such as root webbing and graphic organizers..
7. Plan instruction to facilitate the reading-writing connection:
   - Using writing to reinforce reading strategies
   - Connecting letter formation to fluency in writing
   - Developing a reading and writing vocabulary
8. Demonstrate the ability to plan instruction to improve student's phonological awareness as specified in the Next Generation Sunshine State Standards in Reading and Language Arts.:
   - Alliteration and beginning sounds
   - Rhymes and jingles
   - Letter-sound knowledge
   - Oral language activities
9. Demonstrate the ability to plan instruction that builds fluency in reading and writing as specified in the Next Generation Sunshine State Standards in Reading and Language Arts.:
   - Sight words in reading
   - Three spelling techniques: orthographic, sounding out words, analogies.
10. Learn principles of Guided Reading and develop classroom implementation plans.
11. Learn principles of effective vocabulary instruction aligned to the Next Generation Sunshine State Standards in Reading and Language Arts.
12. Understand the Just Read, Florida 90-minute reading block requirements.
13. Identify the rationale and components required for small group instruction and differentiation to meet the needs of all learners.
14. Implement literacy stations that reinforce skills and provide student interaction with each other and text.
15. Plan reading instruction using the Just Read, Florida! 90-minute reading block model as delineated in the K-12 Comprehensive Research-Based Reading Plan.
16. Demonstrate awareness of the K-12 Comprehensive Research-Based Reading Plan.
17. Discuss trends in instructional materials in reading.

18. Discuss methods of evaluating the effectiveness of instructional materials in reading.
19. Demonstrate the ability to evaluate, select, and adapt instructional materials in reading.
20. Develop and maintain currency in research-based reading instructional practices and assessment.
21. Use analysis of school data and instructional practices to develop and implement the School Literacy Action Plan.
22. Align instruction and assessment to the Next Generation Sunshine State Standards Reading and Language Arts Standards.
22. Understand how the essential components of reading are embedded in the Next Generation Sunshine State Standards.

LEARNING PROCEDURES (Methods):
    A: Knowledge Acquisition
    I: Job-Embedded Workshop

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

Participants will be involved in workshop activities that include a review of current research, practices, programs, and resource materials.

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

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but not be limited to lectures, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant product related to training
    M: Structured Coaching/Mentoring
    O: Collaborative Planning

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

Participants will be asked to use their new reading strategies in their classroom. Examples of implementation projects could be reflection on teaching practices, collaboration with others or changes in lessons and teaching methods.

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

The facilitator will provide participants with online resources when available. Mentoring and support will be provided by phone, email and classroom visits.

IMPACT EVALUATION PROCEDURES:
    Staff: A: Changes in instructional or learning environment practices
    Student: D: Observation of student performance

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

  o **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  o **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  o **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- ○ **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: 7/2012
Department: Literacy
Name(s) of Component Author(s): Patti McKnight
Revision Date: 7/2019 update to new format

Reading: PDA: Differentiating for Reading Difficulties

COMPONENT NUMBER: 2-013-028

Function: Instructional Methodology/Faculty Development (2)
Focus Area: Reading (013)
Local Sequence Number(s): (028)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
To provide an opportunity for participants to learn the foundations of differentiation and apply principles of differentiation to instruction by acquiring knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Understand the importance of scientifically based reading research.
2. Review current scientifically based reading research.
3. Identify Florida initiatives and resources for teaching reading.
4. List the stages of language and reading development.
5. Identify the alterable and instructionally relevant variables that impact differentiation of reading instruction.
6. Examine research on why reading failure is unnecessary.
7. Identify the guidelines, classroom elements, and student characteristics that are a basis for differentiating to improve instruction for all students.
8. Identify strategies that support a differentiated environment for all students.
9. Define the principles that can be used to differentiate instruction and make lessons more explicit for students with reading difficulties.
10. Describe the teacher delivery methods that can be used to differentiate instruction and make lessons more intense for students experiencing reading difficulties.
11. Understand that meaningful differentiated instruction is based on student assessment data.
12. Review purposes, types, and models of reading assessment.
13. Describe features of Florida's reading assessment plan for elementary.
14. Describe features of Florida's reading assessment plan for secondary.
15. Identify the purpose of the Progress Monitoring and Reporting Network (PMRN) K-12.
16. Activate background knowledge regarding phonological awareness.
17. Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
18. Review the supporting research regarding phonological awareness.
19. Discuss phonological awareness difficulties.
20. Extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
21. Understand the goal of phonics instruction and the important role it plays in reading instruction for students experiencing persistent difficulty in reading.
22. Review the supporting research on the teaching of phonics.
23. List the components of effective phonics instruction.
24. Define the role of decodable text in beginning reading instruction.
25. Extend your knowledge and application of differentiated instruction through the systematic instructional design principles and teacher delivery methods to increase intensity.
26. Examine core, intervention, or remedial curriculum materials according to the principles of systematic instructional design.
27. Define fluency.

28. Determine the reasons why students are dysfluent.
29. Examine the connection between proficient reading and reading fluency.
30. Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.
31. Understand the importance of vocabulary instruction and the role it plays in the reading process.
32. Review the research supporting vocabulary instruction.
33. Identify the levels of word knowledge.
34. Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
35. Understand how to choose words for instruction.
36. Review how to create student-friendly definitions for instruction.
37. Identify the components of an effective vocabulary lesson.
38. Understand how to differentiate vocabulary instruction and increase explicitness by applying various instructional design principles and teacher delivery methods to vocabulary instruction.
39. Identify the single most important goal of reading instruction.
40. Define reading comprehension.
41. List the skills, knowledge, and attitudes that are required for good reading comprehension.
42. Determine when comprehension instruction should begin.
43. Recognize student behavior that may interfere with accurate text comprehension.
44. Discuss the relationship between other areas of reading and comprehension.
45. Model examples of differentiation through explicit comprehension instruction.
46. Clarify how to differentiate comprehension strategy instruction for students with reading difficulties.
47. Contrast reading comprehension instruction with accommodating students in content-area classes.
48. Establish the importance of assessment for differentiating comprehension instruction.

LEARNING PROCEDURES (Methods):
B: Electronic, Interactive

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

Participants will achieve mastery of the objectives by participating in group meetings with a qualified facilitator and completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content:

1. Review all module content and related professional articles, and participate in group discussion and activities related to the content.
2. Complete multiple choice, true-false, matching and fill-in-the-blank "check your understanding" quizzes as directed.
3. Complete an initial teacher self-assessment, reflection and action plan
4. Complete a final teacher self-assessment, reflection and action plan
5. Complete a classroom based action research investigation and case study examining phonemic awareness, phonics or advanced word identification instruction in a core, remedial or intervention reading program
6. Complete a classroom based action research investigation and case study on assessing and building fluency
7. Complete a classroom based action research investigation and case study on explicit vocabulary instruction
8. Complete a classroom based action research investigation and case study on explicit instruction of a comprehension strategy

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

Participants will be involved an online course with a variety of activities to accomplish the specific objectives of this component. These activities may include discussions, modeling of strategies, demonstrations, and research.

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

M: Structured Coaching/Mentoring
O: Collaborative Planning

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

Participants will be asked to use their new reading strategies in their classroom. Examples of implementation projects could be reflection on teaching practices, collaboration with others or changes in lessons and teaching methods.

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

The facilitator will provide participants with online resources when available. Mentoring and support will be provided by phone, email and classroom visits.

IMPACT EVALUATION PROCEDURES:
Staff: A: Changes in instructional or learning environment practices
Student: D: Observation of student performance

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

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion according to task specific scoring guidelines provided within the module. Participants must complete the five "check your understanding" quizzes with 80% accuracy.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

  - **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: 7/2012
Department: Literacy
Name(s) of Component Author(s): Patti McKnight
Revision Date: 7/2019 update to new format

Reading: Update School-Based

COMPONENT NUMBER: 2-013-037

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (037)

POINTS TO BE EARNED: **75 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide the opportunity for schools to hold planned school improvement reading inservice activities for their faculties/staff throughout the course of the year. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate knowledge of scientifically-based research, theories, and practices in reading, including essential components of effective reading instruction.
2. Demonstrate knowledge of formative assessment, including running records (miscue analysis) and fluency measures.
3. Demonstrate the ability to conduct Read Alouds.
4. Understand Think Aloud strategies and demonstrate the use of them.
5. Demonstrate the ability to teach how words work, using multiple strategies or techniques.
6. Select appropriate word study strategies for advanced readers and writers
7. Plan instruction to facilitate the reading-writing connection.
8. Demonstrate the ability to plan instruction to improve student's phonological awareness or build fluency in reading and writing as specified in the Next Generation Sunshine State Standards in Reading and Language Arts.
9. Learn principles of Guided Reading and develop classroom implementation plans.
10. Learn principles of effective vocabulary instruction aligned to the Next Generation Sunshine State Standards in Reading and Language Arts.
11. Identify the rationale and components required for small group instruction and differentiation to meet the needs of all learners.
12. Implement literacy stations that reinforce skills and provide student interaction with each other and text.
13. Understand the Just Read, Florida 90-minute reading block requirements, demonstrate awareness of the K-12 Comprehensive Research-Based Reading Plan and plan reading instruction under these guidelines.
14. Discuss trends in instructional materials in reading and methods of evaluating the effectiveness of instructional materials in reading.
15. Demonstrate the ability to evaluate, select, and adapt instructional materials in reading.
16. Develop and maintain currency in research-based reading instructional practices and assessment.
17. Use analysis of school data and instructional practices to develop and implement the School Literacy Action Plan.

LEARNING PROCEDURES (Methods):

 A: Knowledge Acquisition
 I: Job-Embedded Workshop

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

Participants will be involved in workshop activities that include a review of current research, practices, programs, and resource materials.

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

Participants may earn inservice credits for a wide variety of mini-workshop sessions, each with the ability to stand alone, to be held as an integral part of faculty meetings or as a series of mini-workshops.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training
   M: Structured Coaching/Mentoring
   O: Collaborative Planning

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

In a school-based training, teachers are asked to go back into their classroom and implement the new strategies they learned.

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

The facilitator will provide on-site and off-site mentoring for those who which to implement with fidelity but need support. Online resources will be provided when available.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: D: Observation of student performance

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

   o **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

   o **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

   o **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

   o **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: 7/2012
Department: Literacy
Name(s) of Component Author(s): Patti McKnight
Revision Date: 7/2019 update to new format

Safety and Security

COMPONENT NUMBER: 2-014-003

> Function: Instructional Methodology (2)
> Focus Area: Safety/Driver Education (014)
> Local Sequence Number(s): (003)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide opportunities for parents, teachers, community partners, and administrators in all areas of public and private education to receive information related to best practices in the fields of safety and security.   Upon successful completion of this component, participants will be able to conduct an annual self-assessment of their school and school district's safety and security programs in compliance with related district, state and federal best practices and mandates.

SPECIFIC LEARNER OBJECTIVES:

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

1. Establish and implement accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.
2. Ensure the accuracy of discipline and safety and security related data/
3. Review the organizational structure and staffing levels of the safety and security program and minimize unnecessary administrative layers and processes.
4. Conduct an annual review of all relevant health and safety issues for each educational facility.
5. Develop emergency response procedures.
6. Develop and review emergency checklists.
7. Practice emergency responses based on potential safety concerns at each educational facility.
8. Provide emergency response agencies with floor plans and blueprint as appropriate.
9. Identify training needs and provide for appropriate levels of safety training, including classroom management and violence, and alcohol, tobacco, and other drugs training, for all appropriate personnel.
10. Implement the student code of conduct on an annual basis.
11. Provide clear procedures for handling disciplinary actions.
12. Minimize danger to students from community members, staff, or other students, and minimize danger to teachers from students.
13. Identify students that exhibit early warning signs of, or pose a threat of, future violent behavior.
14. Identify and implement parent and community outreach strategies to promote safety in the home and community.
15. Foster a positive learning climate and culture by assessing the school climate and implementing relevant scientifically based curricula and programs at each school.
16. Implement the approved Safe and Drug-Free School Plan.
17. Implement scientifically based violence and drug prevention programs and curricula that meet the needs of each school.
18. Implement a system to identify, assess, and minimize the risk for students indicating a threat of or exhibiting suicidal behavior.
19. Enhance security and reduce vandalism through the use of "safe school design" principles.
20. Implement procedures that govern access to each educational facility and its students, and limit access to authorized students and visitors.
21. Ensure that playgrounds are properly constructed, maintained, and supervised so as to reduce the risk of injury.
22. Ensure that each facility has appropriate equipment to protect the safety and security of property and records.
23. Provide appropriate safety equipment and information to prevent injuries to students, parents, and community partners.
24. Follow environmental and food safety, health practices and regulations.
25. Create a safe and orderly process for students arriving at or leaving each school campus.

26. Follow district policies, procedures, and practices that ensure the safety of transported students.
27. Health ensure that school buses, including buses operated by schools, charter schools, and contractors, are inspected and maintained in accordance with state laws and state Department of Education rules.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition Workshop

- **WHAT** will occur during this professional development component delivery?
  Participants may be involved in local, regional, state, or national conferences or workshops for the purpose of achieving the specific objectives.

- **HOW** will the experiences be provided to participants during this delivery?
  Participants will attend lectures; engage in discussions and activities; review research, practices, programs, and resource materials; and share with peers in formal and informal sessions.

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 are expected to take the information from the training and apply it in their classroom setting.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
District and school-based support will be provided after the training through Student Services department and site-based administrators. Resources and other support can also be obtained from the organizations providing the training.

IMPACT EVALUATION PROCEDURES:
  Staff C: Changes in student services/support practices
  Student G: Did not evaluate student outcomes as "evaluation method staff" was more relevant

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

  o **Specific Learner Objectives?**
Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of school related safety data, programs or plans affected by training activities, portfolios maintained by the training participants, documented observations or visits by administrators and/or community partners, review of plans by emergency management personnel, and objective evidence of compliance with the Office of Program Policy Analysis and Government Accountability's (OPPAGA) School Safety and Security Best Practices Act.

  o **Increasing Educator Knowledge?**
Evaluation of educator knowledge will be based on the activity leader or designee through verbal review, quizzes or resulting plans and projects completed by the participants.

  o **Changing Educator Practice?**
Evaluation of the educator practice will be determined by the activity leader or designee through portfolios maintained by the training participants and documented observations or visits by administrators and/or community partners.

  o **Improving Student Outcomes?**
Did not evaluate student outcomes as "evaluation method staff" was the significantly more relevant measure for assessing impact of the component and support decisions to retain, revise, or delete the component.

Date approved: 7/2012

Department: Student Services: Safety
Name(s) of Component Author(s): Daniel Hahn, Sherry Smith
Revision Date: 6/2019 (Update to new format)

Science: Laboratory Safety

COMPONENT NUMBER: 2-015-004

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Science (015)
> Local Sequence Number(s): (004)

POINTS TO BE EARNED: 45 maximum points per year
DESCRIPTION:

  The purpose of this component is to familiarize the classroom teacher with laboratory safety procedures, equipment and chemical inventories, and guidelines. Upon successful completion of the component, participants will be aware of lab safety guidelines and be able to safely conduct laboratory activities with students.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Be aware of the responsibility of the instructor in maintaining lab safety.
2. Follow acceptable safety guidelines in the lab.
3. Instruct students as to how laboratory activities should be conducted safely.
4. Know what personal protective equipment (PPE) is required for specific chemical and/or biological lab activities.
5. Be knowledgeable of safe chemical handling.
6. Be knowledgeable of the four types of hazardous wastes: ignitable, corrosive, reactive, and toxic.
7. Know and use appropriate storage procedures for chemical and/or biological supplies.
8. Complete an inventory of chemical and/or biological supplies.
9. Understand the different classifications of chemicals, such as high-risk chemicals, excessive risk chemicals, chemicals of interest, chemicals regulated by the Drug Enforcement Administration, etc.
10. Develop and follow spill management procedures.
11. Know how to safely dispose of chemicals and/or biological supplies.
12. Know best management practices for science laboratories.

LEARNING PROCEDURES (Methods):
 A: Knowledge Acquisition: Workshop

- **WHAT** will occur during this professional development component delivery?
  Participants will study various aspects of lab safety and interaction between small groups will ensue. Online resources will be reviewed and subject area experts will speak to best practice for hazardous material management. A general wrap-up will include open discussions of current and future procedures to ensure a safe laboratory environment in all schools.

- **HOW** will the experiences be provided to participants during this delivery?
The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator and dialogue among the participants.

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 create lab safety overviews to share with staff and students that utilize the methods/trends discussed. They will also maintain a chemical inventory in their schools following best practices taught in the course.

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

Participants will have access to facilitators to receive support as they develop their individual overviews and inventories.

IMPACT EVALUATION PROCEDURES:
   Staff G: Changes in observed educator proficiency in practices that occur generally without students
   Student G: Did not evaluate student outcomes as "evaluation method, staff" is more relevant

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

     o **Specific Learner Objectives?**
Participant's ability to conduct appropriate lab safety protocols, briefings, and chemical inventory management.

     o **Increasing Educator Knowledge?**
Participant's ability to conduct appropriate lab safety protocols, briefings, and chemical inventory management.

     o **Changing Educator Practice?**
Participant's ability to conduct appropriate lab safety protocols, briefings, and chemical inventory management.

     o **Improving Student Outcomes?**
There is no impact on student performance outcomes for this training.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019

Science: Methods and Trends

COMPONENT NUMBER: 2-015-019

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Science (015)
> Local Sequence Number(s): (019)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
The purpose of this component is to provide opportunities for science teachers to receive the latest information and materials available in their field through participants in local, regional, state, or national conferences and/or workshop. Upon successful completion of the component, participants will be able to share with colleagues, and evaluate and appropriately integrate the new skills and ideas into their classrooms.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Discuss current laws and rules covering the science education areas.
2. Specify the latest trends in instructional development for science.
3. Identify and discuss instructional strategies and activities appropriate to a given age/developmental level.
4. Demonstrate skills in organizing, conducting, and evaluating science lessons and tasks.
5. Discuss availability, use, and classroom management of science education materials, equipment, and resources.
6. Explore activities to integrate and correlate science with other subjects.
7. Discuss innovative programs and instructional techniques for science education.
8. Demonstrate the ability to adapt, design, and implement a science curriculum to meet the needs of the individual student.
9. Relate ideas shared by other professional colleagues and lecturers with colleagues.

LEARNING PROCEDURES (Methods):
 A: Knowledge Acquisition: Workshop

* **WHAT** will occur during this professional development component delivery?
Participants will be taught the latest science methods and trends outlined in the objectives above.

* **HOW** will the experiences be provided to participants during this delivery?
The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator and dialogue among the participants.

IMPLEMENTATION/MONITORING PROCEDURES:
 P: Participant Product related to training
Participants will be given tools and information to be able to create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

* **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

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

Facilitator will be available to provide continued support for participants as they create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

IMPACT EVALUATION PROCEDURES:
  Staff D: Observation of student performance.
  Student F: Changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

  - **Specific Learner Objectives?**

Participant's ability to implement effective science methods and trends as measured by state and local assessments.

  - **Increasing Educator Knowledge?**

Participant's ability to implement effective science methods and trends as measured by state and local assessments.

  - **Changing Educator Practice?**

Participant's ability to implement effective science methods and trends as measured by state and local assessments.

  - **Improving Student Outcomes?**

Participant's ability to implement effective science methods and trends as measured by state and local assessments.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019

Science: Science Education

COMPONENT NUMBER: 2-015-020

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Science (015)
> Local Sequence Number(s): (020)

POINTS TO BE EARNED: **40 maximum points per year**

DESCRIPTION:

The purpose of this component is to increase the knowledge and skills of participants in science structure and content, connections across multiple science phenomena, and the examination of trends of student cognition of these structures and connections.

SPECIFIC LEARNER OBJECTIVES:

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

1. Apply inquiry-based instructional techniques in science.
2. Implement an Activity before Content before Vocabulary approach to science instruction.
3. Discuss the merits and advantages to implementing a 5E approach to science instruction.
4. Describe the implications and practicality of the interactions among science, technology, and society.
5. Identify and/or develop instructional pathways that address common student misconceptions regarding science content.
6. Identify areas of weakness on State/Local Assessment Tests and determine effective methods for strengthening those areas.
7. Plan purposeful questions that spur meaningful discourse among students to make their learning visible.
8. Discover and use strategic science labs/representations to solidify conceptual science instruction.
9. Discuss strategies to support productive struggle with science students.
10. Identify techniques to elicit and use evidence of student thinking.
11. Identify and implement science notebooks to promote student reflection on science content.
12. Examine literacy strategies that strengthen students' ability to digest science content.

LEARNING PROCEDURES (Methods):

 A: Knowledge Acquisition: Workshop

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

Participants will be taught strategies to enhance science education outlined in the objectives above.

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

The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator and dialogue among the participants.

IMPLEMENTATION/MONITORING PROCEDURES:

 P: Participant Product related to training

Participants will be given tools and information to be able to create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

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

Participants will create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

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

Facilitator will be available to provide continued support for participants as they create enhanced standard-based lessons and assessments for students that utilize the education strategies discussed.

IMPACT EVALUATION PROCEDURES:
  Staff D: Observation of student performance.
  Student F: Changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

  - **Specific Learner Objectives?**

Participant's ability to implement effective science education strategies as measured by state and local assessments.

  - **Increasing Educator Knowledge?**

Participant's ability to implement effective science education strategies as measured by state and local assessments.

  - **Changing Educator Practice?**

Participant's ability to implement effective science education strategies as measured by state and local assessments.

  - **Improving Student Outcomes?**

Participant's ability to implement effective science education strategies as measured by state and local assessments.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019

Science: School-Based

COMPONENT NUMBER: 2-015-022

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Science (015)
> Local Sequence Number(s): (022)

POINTS TO BE EARNED: **75 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide the opportunity for schools to hold a variety of science school improvement in-service activities for their staff throughout the course of the year. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:

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

1. Apply inquiry-based instructional techniques in science.
2. Implement an Activity before Content before Vocabulary approach to science instruction.
3. Discuss the merits and advantages to implementing a 5E approach to science instruction.
4. Describe the implications and practicality of the interactions among science, technology, and society.
5. Identify and/or develop instructional pathways that address common student misconceptions regarding science content.
6. Identify areas of weakness on State/Local Assessment Tests and determine effective methods for strengthening those areas.
7. Plan purposeful questions that spur meaningful discourse among students to make their learning visible.
8. Discover and use strategic science labs/representations to solidify conceptual science instruction.
9. Discuss strategies to support productive struggle with science students.
10. Identify techniques to elicit and use evidence of student thinking.
11. Identify and implement science notebooks to promote student reflection on science content.
12. Examine literacy strategies that strengthen students' ability to digest science content.
13. Demonstrate skills in organizing, conducting, and evaluating science lessons and tasks.
14. Discuss availability, use, and classroom management of science education materials, equipment, and resources.
15. Discuss innovative programs and instructional techniques for science education.
16. Demonstrate the ability to adapt, design, and implement a science curriculum to meet the needs of the individual student.

LEARNING PROCEDURES (Methods):

 A: Knowledge Acquisition: Workshop

- **WHAT** will occur during this professional development component delivery?
  Participants may earn inservice credits for a wide variety of mini-workshop sessions, each with the ability to stand alone, to be held as an integral part of faculty meetings, or as a series of mini-workshops.

- **HOW** will the experiences be provided to participants during this delivery?
  The district will offer face-to-face training to small groups of participants to allow for individual support from the facilitator and dialogue among the participants.

IMPLEMENTATION/MONITORING PROCEDURES:

 P: Participant Product related to training

Participants will be given tools and information to be able to create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

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

Participants will create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

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

Facilitator will be available to provide continued support for participants as they create enhanced standard-based lessons and assessments for students that utilize the methods/trends discussed.

IMPACT EVALUATION PROCEDURES:
  Staff   D: Observation of student performance.
  Student F: Changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

  - **Specific Learner Objectives?**

Participant's ability to implement effective science methods and trends as measured by state and local assessments.

  - **Increasing Educator Knowledge?**

Participant's ability to implement effective science methods and trends as measured by state and local assessments.

  - **Changing Educator Practice?**

Participant's ability to implement effective science methods and trends as measured by state and local assessments.

  - **Improving Student Outcomes?**

Participant's ability to implement effective science methods and trends as measured by state and local assessments.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019

Social Studies: Methods and Trends

COMPONENT NUMBER: 2-016-020

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Social Studies (016)
> Local Sequence Number(s): (020)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:
The purpose of this component is to introduce teachers in the area of social studies updated concepts, trends, strategies, and materials in their respective fields through participation in local, regional, state, or national conferences and/or workshops. Upon successful completion of the component, participants will be able to evaluate and appropriately integrate the concepts, strategies, information, and/or materials into their classrooms.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Demonstrate knowledge of research, theories, and practices in their area.
2. Identify methods of applying research or theories in their area.
3. Discuss current laws or rules pertaining to their area.
4. Discuss trends in instructional programs in their area.
5. Demonstrate the ability to evaluate instructional effectiveness of selected trends.
6. Demonstrate the ability to adapt, design, and implement a curriculum incorporating trends.
7. Demonstrate skills in organizing, conducting, and/or evaluating instruction in their area.
8. Develop, adopt, and/or select strategies for instruction and for evaluation of student progress.
9. Discuss methods of integrating instruction in their area and of correlating with other disciplines.
10. Discuss alternative methods of evaluating student progress in their area.
11. Discuss trends in instructional materials in their area.
12. Discuss methods of evaluating the effectiveness of instructional materials.
13. Demonstrate the ability to evaluate, select, and adapt instructional materials in their area.
14. Discuss techniques for managing instructional materials, equipment, and resources.
15. Demonstrate the ability to share ideas, strategies, and knowledge with others in their area.
16. Discuss the use of technology in their area.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
    I: Job-Embedded Workshop

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

Participants will be involved in local, regional, state, or national conferences or workshops for the purpose of achieving the specific objectives. Activities may include, but will not be limited to, lectures, discussions, materials review, and sharing information with their peers.

- **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 the 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 Coordinator of Social Studies will ensure that the training covers the desired objectives. A facilitator 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.

Date approved: 7/2012
Department: Social Studies
Name(s) of Component Author(s): Clark Youngblood
Revision Date: 8/2019 (update new format)

Social Studies: General Workshop

COMPONENT NUMBER: 2-016-021

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Social Studies (016)
> Local Sequence Number(s): (021)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:
The purpose of this component is to increase the knowledge and skill of participants in planning, implementing, and evaluating the social studies programs at all levels. Upon successful completion of this component, participants will be able to utilize revised curriculum frameworks and incorporate appropriate, current, instructional materials into selected programs of study.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Explain the relationship between social studies and other disciplines.
2. Demonstrate social studies skills.
3. Plan appropriate curriculum incorporating the curriculum frameworks, Standards of Excellence, and the student performance standards.
4. Preview and select appropriate instructional materials for the social studies program.
5. Specify current laws, regulations, and/or school board policies that pertain to participants' responsibilities.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition
  I: Job-Embedded Workshop

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

- **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 the 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:**

  - **Specific Learner Objectives?**

The Coordinator of Social Studies will ensure that the training covers the desired objectives. A facilitator 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.

Date approved: 7/2012
Department: Social Studies
Name(s) of Component Author(s): Clark Youngblood
Revision Date: 8/2019 (update new format)

Social Studies: Digital Resources

COMPONENT NUMBER: 3-016-001

>   Function: Technology Integration/Digital Learning Support (3)
>   Focus Area: Social Studies (016)
>   Local Sequence Number(s): (001)

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

DESCRIPTION:

The purpose of this component is to introduce teachers in the area of social studies updated materials and resources provided by the textbook and other providers. Participants will learn how to use the resources and incorporate them into their classroom environment.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate knowledge of digital resources available
2. Identify methods of applying digital resources in lessons
3. Discuss current laws or rules pertaining to use of digital resources
4. Discuss trends in instructional programs available in digital format
5. Demonstrate the ability to evaluate instructional effectiveness of digital resources
6. Demonstrate the ability to adapt, design, and implement a curriculum incorporating digital resources
7. Demonstrate skills in organizing, conducting, and/or evaluating instruction in their area.
8. Develop, adopt, and/or select strategies for instruction and for evaluation of student progress using digital means

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, hands-on demonstrations, discussions, materials review, and sharing information with their peers.

- **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. Training will be provided within the district whenever possible.

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 digital resources and engage students in activities and lessons that include these resources.

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

Course facilitator will provide 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 Coordinator of Social Studies will ensure that the training covers the desired objectives. A facilitator 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.

Date approved:
Department: Social Studies
Name(s) of Component Author(s): Clark Youngblood, Marianne Robey
Revision Date: 8/2019

ESE: SB1108- PDA: Transition

COMPONENT NUMBER: 2-100-037

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (037)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this course is to enable instructional personnel to develop, increase and demonstrate knowledge and skills in identifying the stages of career development; identifying the essential domains of transition planning for students with disabilities; identifying resources and strategies to assist students to function effectively in environments to which they are transitioning; and to demonstrate the knowledge of transition planning that incorporates student and family preferences to develop desired post school outcomes.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate an understanding of the history of special education and transition including major legislation.
2. Explain models of transition and how the concept has evolved over time.
3. Identify transition planning components required by law, State Board of Education rule, and local school district policy.
4. Demonstrate an understanding of the Sunshine State Standards and Sunshine State Standards for Special Diploma.
5. Describe the concepts of self-determination, self-advocacy, student-directed IEPs, and person-centered planning.
6. Demonstrate knowledge of various instructional models, including assessments and curricula and their implications for students with disabilities.
7. Identify resources related to self-determination for students, educators and families.
8. Develop an understanding of the importance of self-determination in the transition planning process for all stakeholders.
9. Identify the types and purposes of assessments that can be used in planning for transition.
10. Determine the most appropriate assessments to be used for specific students and specific target groups.
11. Explain how career development theories influence the identification of student's interests and preferences in terms of choosing a career path.
12. Identify and describe different employment and vocational training opportunities.
13. Identify components of effective instructional planning for transition.
14. Discuss how transition is infused into standards-based learning.
15. Demonstrate knowledge of accommodations and modifications (including the use of assistive technology) that can be used to support instruction for individuals with disabilities.
16. Identify promising and required practices related to preparing for the Transition IEP meeting.
17. Identify transition requirements according to the student's age.
18. Identify quality indicators for Transition IEPs.
19. Demonstrate knowledge of all required components and effective practices for developing Quality Transition IEPs.
20. Identify strategies for implementing the Transition IEP.
21. Identify guidelines for infusing transition into the general curriculum.
22. Identify the legal requirements for agency involvement in the transition process.
23. Identify the purpose and benefits of interagency transition teams.
24. Identify agencies that provide supports to individuals with disabilities in transition and the services they provide.
25. Demonstrate knowledge of methods for working collaboratively with agencies.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

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

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes directed activities, referenced within the module, and appropriate to the various areas of content.

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

Participants will work on the FDLRS website and participant in a variety of online activities to include by are not limited to research, case studies, interviewing agency personnel, writing essays and visiting local resource centers. Participants will meet as a group to share challenges and successes.

IMPLEMENTATION/MONITORING PROCEDURES:
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):

While completing this online course that will stretch over several months, participants are asked to take their new knowledge out into the field and use case studies to apply their knowledge of the transition process and develop appropriate goals for a student.

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

Participants will meet as a group to collaborate and share challenges and successes. Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:
Staff: A: Changes in instructional or learning environment practices
Student: C: Portfolio of student work

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

  o **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

  o **Increasing Educator Knowledge?**

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

  o **Changing Educator Practice?**

Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants will be provided with access to additional professional development opportunities that build upon the content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

  o **Improving Student Outcomes?**

Student test scores and success in the transition from school to work will be a basis for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108- PDA: Language Development and Communication

COMPONENT NUMBER: 2-100-039

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (039)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of the component is to provide teachers with training in language development and communication skills appropriate for exceptional student education. Upon completion of this component, participants will be able to design and implement appropriate curriculum addressing language development and communication skills in an exceptional student education program.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select strategies for integrating communication instruction into educational settings.
4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

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

Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

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

Participants will receive on-line instruction in this module. Developed by The Florida Department of Education, the module is based on the new ESE competencies adopted in July, 2002.

IMPLEMENTATION/MONITORING PROCEDURES:

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):

  Participants are expected to use this new knowledge in their classroom with their students. Complete the assigned learning activities and assessment tasks. Tasks include, but are not limited to, the following types of activities:

  a. Research and application of skills
  b. Interviews with experienced educators
  c. Development of lesson plans, behavior profiles, teaching strategies
  d. Identification of local and statewide resources
  e. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas.
  f. Development of Individualized Education Plans and Transition Plans
  g. Determination of appropriate assessment tools and techniques.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):
 Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:
    Staff: A: Changes in instructional or learning environment practices
    Student: C: Portfolio of student work

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

       o **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

       o **Increasing Educator Knowledge?**

Demonstrate increased competency as determined by completion of assessment tasks in compliance with Section 231.608(1), Florida Statutes, and rule 6A-5.071(5), FAC.

       o **Changing Educator Practice?**

Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

       o **Improving Student Outcomes?**

Student test scores and success in the classroom will be an indicator for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: Best Practices in Special Education

COMPONENT NUMBER: 2-100-044

Function: Instructional Methodology/Faculty Development (2)
Focus Area: Instructional Strategies for students with disabilities (100)
Local Sequence Number(s): (044)

POINTS TO BE EARNED: **120 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training in current issues relevant to personnel involved in educating exceptional students. Upon successful completion of the component, participants will be able to develop appropriate programs for students incorporating current research and best practices in Exceptional Student Education.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate the ability to appropriately assess levels of functioning in the classroom utilizing current research/best practices.
2. Demonstrate correct methods of evaluating students using current instruments.
3. Demonstrate the ability to plan and develop appropriate programs for students incorporating current research and best practices.
4. Develop individual education plans reflecting current research/best practices.
5. Select and use appropriate instructional materials and methods in the ESE classroom.
6. Define effective approaches to classroom management and motivation.
7. Explain current research on the generalization process and techniques for enhancing that process.
8. Integrate cognitive and academic approaches to classroom management and motivation.
9. Assist regular education teachers in using instructional materials/methods for use with ESE students in regular classes.
10. Identify areas of concern/current needs of parents of exceptional children.
11. Inventory his/her own current classroom needs, strengths, and weaknesses.
12. Explore relationships between various ESE program needs with regard to peer support, tutoring, etc.
13. Explain the theory behind and utilize current strategic learning approaches.
14. Define descriptive, historical, and experimental research relative to specific areas of exceptionality.
15. Develop further understanding of learning/self-concept problems.
16. Compile a personal file of ideas and suggest activities/resources designed to enhance learning and increase self-concept.
17. Select at least three goal-related reasons for using the activities developed.
18. Demonstrate the ability to increase skills in motivating reluctant learners by listing five methods.
19. Develop materials for home/school use with ESE students.
20. Demonstrate increased listening skills.
21. Demonstrate knowledge of interpreting non-verbal communication.
22. Demonstrate non-threatening assertive communication skills.
23. Assist parents in understanding the problems of the ESE child.
24. Help parents understand the specific development sequence of learning for the ESE child.
25. Assist parents in utilizing various management techniques that would benefit the ESE child.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: SB1108- PDA: Introduction to Differentiating Instruction

COMPONENT NUMBER: 2-100-047

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (047)

POINTS TO BE EARNED: **20 maximum points per certificate**

DESCRIPTION:

To provide an opportunity for participants to learn more about Florida's Multi-Tiered System of Support for improving learning outcomes for all students, including but not limited to student with disabilities, through collaborative problem solving, the formative assessment process, differentiated instruction/and intervention and Universal Design for Learning.

SPECIFIC LEARNER OBJECTIVES:

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

1. Evaluate their current practice related to the guidelines of Differentiated Instruction and the Principles of Universal Design for Learning.
2. Discuss the rationale for differentiation and UDL.
3. Determine what is most important for students to Know-Understand-Do.
4. Use various sources and types of assessment information to make instructional decisions.
5. Identify the characteristics of a responsive learning environment.
6. Develop a differentiated task.
7. Analyze a differentiated assignment.

LEARNING PROCEDURES (Methods):

   B: Electronic, Interactive

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

Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

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

Participants will receive on-line instruction in this module. Developed by The Florida Department of Education, the module is based on the new ESE competencies adopted in July, 2002.

IMPLEMENTATION/MONITORING PROCEDURES:

   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):

   Participants will be provided with access to additional professional development opportunities that build upon the content of this component.

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

 Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:

   Staff: A: Changes in instructional or learning environment practices
   Student: C: Portfolio of student work

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

  o **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

  o **Increasing Educator Knowledge?**

Participants will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

  o **Changing Educator Practice?**

Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance.

  o **Improving Student Outcomes?**

Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on student learning gains.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108- PDA: Differentiating Mathematics Instruction for All Students

COMPONENT NUMBER: 2-100-048

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (048)

POINTS TO BE EARNED: **30 maximum points per certificate**
DESCRIPTION:
Participants will learn and apply the guidelines of differentiation to mathematics instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating mathematics instruction by using continuous assessment to plan and deliver effective whole-group, small-group and individualized instruction in order to be responsive to each student's needs.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Define terms and guidelines related to differentiating instruction.
2. Define common terms used in effective mathematics instruction.
3. Self-evaluate their current instructional practices related to the guidelines of differentiating instruction.
4. Discuss the rationale for differentiating mathematics instruction.
5. Explain the connection between continuous assessment and meaningful differentiation.
6. Identify the National Council of Teachers of Mathematics' processes, standards and principles for mathematics and access current research about effective mathematics instruction.
7. Identify potential barriers to mathematics achievement and common misconceptions about mathematics.
8. Examine their own core mathematics program for strengths and limitations
9. Explain the relationships between the "big ideas" of Mathematics: levels of conceptual understanding: concrete-representational-abstract(C-R-A) and levels of expressing mathematical understanding.
10. Target a Florida Next Generation Sunshine State Standard/Access Point and explain how to teach that benchmark at the concrete, representational and abstract levels.
11. Identify types and sources of assessment information related to effective mathematics instruction including the components of a Mathematics Dynamic Assessment.
12. Analyze pre-assessment data for trends and patterns to determine the "what" and "how" to teach for initial understanding.
13. Determine how error pattern analyses and flexible interviewing can be efficiently integrated in into the assessment/instructional process.
14. Develop learning and assessment activities to meet student needs and their level of understanding (C-R-A)
15. Identify various types of flexible grouping structures.
16. Purposefully group students based on sound rationale informed by pre-assessment and continuous whole-class assessment data.
17. Set appropriate and precise learning goals for groups in order to plan appropriate flexible mathematics group learning activities.
18. Integrate continuous assessment with flexible groups.
19. Use key ideas to differentiate mathematics instruction.

LEARNING PROCEDURES (Methods):
 B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

- **HOW** will the experiences be provided to participants during this delivery?
Developed by the Florida DOE as an online learning experience, this module is designed to provide an online professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):
Participants will be provided with access to additional professional development opportunities that build upon the content of this component.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
 Support will be provided by the facilitator via email and in person. Participants will be provided with access to additional resources and professional development opportunities to extend content of this component.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: C: Portfolio of student work

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

   o **Specific Learner Objectives?**

Module facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

   o **Increasing Educator Knowledge?**
Participants will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

   o **Changing Educator Practice?**
Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance.

   o **Improving Student Outcomes?**
Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on student learning gains.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108- PDA: Differentiating Science Instruction for All Students

COMPONENT NUMBER: 2-100-051

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (051)

POINTS TO BE EARNED: **30 maximum points per certificate**

DESCRIPTION:

Participants will learn and apply the guidelines of differentiation to science instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating mathematics instruction by using continuous assessment to plan and deliver effective whole-group, small-group and individualized instruction in order to be responsive to each student's needs.

SPECIFIC LEARNER OBJECTIVES:

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

1. Define terms and guidelines related to differentiating instruction.
2. Define common terms used in effective science instruction.
3. Discuss the rationale for differentiating science instruction and self-evaluate their current instructional practices related to the guidelines of differentiating instruction.
4. Utilize current research related to effective science instruction.
5. Explain the connection between continuous assessment and meaningful differentiation and identify types and sources of assessment information related to effective science instruction.
6. Identify potential barriers to science achievement and common misconceptions about science.
7. Explain and provide examples of how preconceptions a student brings to the differentiated science classroom can affect learning.
8. Explain the inquiry instructional approach in science.
9. Identify components of whole-group instruction and determine when whole group instruction is appropriate.
10. Discuss ways to integrate technology to differentiate science instruction.
11. Purposefully group students based on sound rationale informed by pre-assessment and continuous assessment.
12. Set appropriate and precise learning goals for groups in order to plan appropriate flexible group learning activities that are aligned with learner needs.
13. Identify components of project-based learning.
14. Compare project-based learning to traditional learning and determine when project-based learning is appropriate.
15. Use the key ideas to differentiate science instruction

LEARNING PROCEDURES (Methods):

 B: Electronic, Interactive

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

Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

- **HOW** will the experiences be provided to participants during this delivery?
  Developed by the Florida DOE as an online learning experience, this module is designed to provide an online professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted.

IMPLEMENTATION/MONITORING PROCEDURES:

> **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):

Participants will be provided with access to additional professional development opportunities that build upon the content of this component.

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

Support will be provided by the facilitator via email and in person. Participants will be provided with access to additional resources and professional development opportunities to extend content of this component.

IMPACT EVALUATION PROCEDURES:
> **Staff: A: Changes in instructional or learning environment practices**
> **Student: C: Portfolio of student work**

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

  o **Specific Learner Objectives?**

Module facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

  o **Increasing Educator Knowledge?**

Participants will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

  o **Changing Educator Practice?**

Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance.

  o **Improving Student Outcomes?**

Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on student learning gains.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: Best Practices in Sign Language Interpreting

COMPONENT NUMBER: 2-100-055

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (055)

POINTS TO BE EARNED: **30 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training in current issues relevant to personnel involved in interpreting for students who are Deaf or Hard of Hearing (DHH). Upon successful completion of the component, participants will be able to effectively establish an appropriate learning environment for students with hearing loss.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Assist regular and special education teachers in using instructional materials/methods for use with Deaf and Hard of Hearing students in general and special education classes.
2. Inventory his/her own current classroom needs, strengths, and weaknesses.
3. Develop materials for home/school use with DHH students.
4. Demonstrate knowledge of interpreting non-verbal communication.
5. Assist teachers in understanding the problems of the DHH child.
6. Assist teachers in utilizing various management techniques that would benefit the DHH child.
7. Identify characteristics of transliteration and interpretation.
8. Recall signs that are course specific (Math, Language Arts, Science).
9. Develop Receptive (sign to Voice) and Expressive skills (Voice to Sign).
10. Demonstrate the use of space while interpreting.
11. Identify the key skills needed for producing a clear visual product, which are the skills required for successful EIPA and NIC performance tests.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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:**

  - **Specific Learner Objectives?**

The ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Jackie Jones
Revision Date: 8/2019 (update new format)

ESE: Best Practices in Special Education for Occupational, Physical Therapists and LATS

COMPONENT NUMBER: 2-100-058

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (058)

POINTS TO BE EARNED: 120 maximum points per year

DESCRIPTION:

The purpose of this component is to provide training in current issues relevant to personnel involved in educating exceptional students. Upon successful completion of the component, participants will be able to develop appropriate programs for students incorporating current research and best practices in Exceptional Student Education.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate the ability to appropriately assess levels of functioning in the classroom utilizing current research/best practices.
2. Demonstrate correct methods of evaluating students using current instruments.
3. Demonstrate the ability to plan and develop appropriate programs for students incorporating current research and best practices.
4. Develop individual education plans reflecting current research/best practices.
5. Select and use appropriate instructional materials and methods in the ESE classroom.
6. Define effective approaches to classroom management and motivation.
7. Explain current research on the generalization process and techniques for enhancing that process.
8. Integrate cognitive and academic approaches to classroom management and motivation.
9. Assist regular education teachers in using instructional materials/methods for use with ESE students in regular classes.
10. Identify areas of concern/current needs of parents of exceptional children.
11. Inventory his/her own current classroom needs, strengths, and weaknesses.
12. Explore relationships between various ESE program needs with regard to peer support, tutoring, etc.
13. Explain the theory behind and utilize current strategic learning approaches.
14. Define descriptive, historical, and experimental research relative to specific areas of exceptionality.
15. Develop further understanding of learning/self-concept problems.
16. Compile a personal file of ideas and suggest activities/resources designed to enhance learning and increase self-concept.
17. Select at least three goal-related reasons for using the activities developed.
18. Demonstrate the ability to increase skills in motivating reluctant learners by listing five methods.
19. Develop materials for home/school use with ESE students.
20. Demonstrate increased listening skills.
21. Demonstrate knowledge of interpreting non-verbal communication.
22. Demonstrate non-threatening assertive communication skills.
23. Assist parents in understanding the problems of the ESE child.
24. Help parents understand the specific development sequence of learning for the ESE child.
25. Assist parents in utilizing various management techniques that would benefit the ESE child.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: Best Practices for (SwSCD) Students with Significant Cognitive Disabilities

COMPONENT NUMBER: 2-100-059

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (059)

POINTS TO BE EARNED: 3**0 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training in current issues relevant to personnel involved in educating exceptional students. Upon successful completion of the component, participants will be able to develop appropriate programs for students incorporating current research and best practices in Exceptional Student Education, specifically for teachers of (FAA) Florida Alternate Assessed students.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate the ability to appropriately assess levels of functioning in the classroom utilizing current research/best practices.
2. Demonstrate correct methods of evaluating students using current instruments.
3. Demonstrate the ability to plan and develop appropriate programs for students incorporating current research and best practices.
4. Develop individual education plans reflecting current research/best practices.
5. Select and use appropriate instructional materials and methods in the ESE classroom.
6. Define effective approaches to classroom management and motivation.
7. Integrate cognitive and academic approaches to classroom management and motivation.
8. Identify areas of concern/current needs of parents of exceptional children.
9. Inventory his/her own current classroom needs, strengths, and weaknesses.
10. Explore relationships between various ESE program needs with regard to peer support, tutoring, etc.
11. Compile a personal file of ideas and suggest activities/resources designed to enhance learning and increase self-concept.
12. Select at least three goal-related reasons for using the activities developed.
13. Demonstrate knowledge of interpreting non-verbal communication.
14. Assist parents in understanding the challenges of the ESE child.
15. Help parents understand the specific development sequence of learning for the ESE child.
16. Assist parents in utilizing various management techniques that would benefit the ESE child.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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:**

  - **Specific Learner Objectives?**

The ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: Transition for Ages 13-22

COMPONENT NUMBER: 2-100-062

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (062)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide opportunities for participants to receive updated concepts, trends, strategies, and materials in their respective fields. Upon successful completion of the component, participants will be able to appropriately integrate the updated information into the curriculum, instruction, and (CBVE) Community Based Vocational Education programs.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify transition planning components required by law, State Board of Education rule, and/or local school district policy.
2. Evaluate curricula, instruction, and/or programs for special populations to improve vocational and independent life skills in collaboration with stakeholders.
3. Describe the concepts of self-determination, self-advocacy, student-directed IEPs, and person-centered planning.
4. Demonstrate knowledge of various instructional models, including assessments and curricula and their implications for students with disabilities.
5. Identify resources related to self-determination for students, educators and families.
6. Develop an understanding of the importance of self-determination in the transition planning process for all stakeholders.
7. Identify the types and purposes of assessments that can be used in planning for transition.
8. Determine the most appropriate assessments to be used for specific students and specific target groups.
9. Explain how career development theories influence the identification of student's interests and preferences in terms of choosing a career path.
10. Identify and describe different employment and vocational training opportunities.
11. Identify components of effective instructional planning based on State Course Standards and Indicators 1, 2, 13, and 14 standards.
12. Discuss how transition is infused into standards-based learning.
13. Demonstrate knowledge of accommodations and modifications (including the use of assistive technology) that can be used to support instruction for individuals with disabilities.
14. Identify promising and required practices related to preparing for the Transition IEP meeting.
15. Identify transition requirements according to the student's age.
16. Identify quality indicators for Transition IEPs.
17. Demonstrate knowledge of all required components and effective practices for developing Quality Transition IEPs.
18. Identify strategies for implementing the Transition IEP.
19. Identify guidelines for infusing transition into the general curriculum.
20. Identify the legal requirements for agency involvement in the transition process.
21. Identify the purpose and benefits of interagency transition teams.
22. Identify agencies that provide supports to individuals with disabilities in transition and the services they provide.
23. Demonstrate knowledge of methods for working collaboratively with agencies.
24. Identify school-based barriers that inhibit the integration of independent life skills and vocational instruction.
25. Connect classroom instruction to independent life skills and the world of work.

26. Communicate the intent of (CBVE) education to students, parents, and business and industry partners.
27. Define and discuss the types of available (CBVE).
28. Explore and utilize technology as it relates to the world of work for students.

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

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

Instructional & non-instructional personnel are considered as stakeholders in the transition planning process and are expected demonstrate knowledge and skills essential to compliance indicators and standards for secondary transition; transition IEP's that are student driven and centered; instructional strategies and curricula for college & career preparation; resources and strategies to assist students to function effectively in environments to which they are transitioning; collaboration with appropriate stakeholders in transition planning that incorporates student and family preferences; as well as transition services and activities for desired post school outcomes.

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

Experiences will vary according to the availability of: type of training, facility, amount of time allocated, funding, event, &/or location. The format may include but not be limited to the following: face to face, transition event participation, webinars, expert speakers, training institutes/conferences, on-line modules, colleague observations/visits with collaboration/debrief opportunity, shadowing, collaborative learning communities, modeling, &/or book study.

IMPLEMENTATION/MONITORING PROCEDURES:
   O: Collaborative Planning
      P: Participant Product Related to Training

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

Activities are expected to promote active engagement, collaboration, sharing of what works and what has not worked for solution building from colleagues with opportunity to provide evaluative feedback either through regularly scheduled monthly, quarterly, weekly, 1-3 days only, &/or 1-3 hours of professional learning.

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

Feedback based on participants' follow-up response, additional training as needed and/or requested from participants of school site designee.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
            D: Other changes in practices supporting effective implementation of job responsibilities
         F: Changes in observed educator proficiency in implementing targeted state standards
         G: Changes in observed educator proficiency in practices that occur generally without students
   Student: A: Results of state or district-developed/standardized growth measures
            B: Results of school/teacher-constructed student growth measures
            D: Observation of student performance

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

   o **Specific Learner Objectives?**

Qualified facilitator/s will develop a course with a defined goal and objectives, stated above, related to

transition planning for students with disabilities.   The facilitator/s will ensure that course objectives are covered during the training.

- o **Increasing Educator Knowledge?**

Throughout the training, the facilitator/s will expect transition stakeholders to demonstrate their understanding through engaging verbal or written activities, hands-on activities, or electronic check for understanding poll/survey.

- o **Changing Educator Practice?**

At the end of the course and/or completion of follow-up activity participants will do an Online Evaluation for data collection results and/or provide evidence through other data collection progress monitoring, lesson plans, student portfolios, curricula and instructional resources implementation, &/or collaborative transition team meeting notes.

Improving Student Outcomes?

Evidence of improving student outcomes will be provided on Transition IEP's, and district results from the annual DOE LEA Profile will be monitored for progress on attaining expected targets for secondary transition indicators .

Date approved: 7/12

Department: ESE

Name(s) of Component Author(s): Linda Andrews

Revision Date: 7/19 (update to new format)

ESE: Best Practices for Teachers of Visually Impaired Students

COMPONENT NUMBER: 2-100-063

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (063)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
The purpose of this component is to provide training in current issues relevant to personnel involved in educating students with visual impairments. Upon successful completion of the component, participants will be able to effectively establish an appropriate learning environment for students with vision loss.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Select and designate assistive tools for accessing print and digital information producing written communications, and materials in alternate formats, including, but not limited to, audio/digital device, calculator or watch, prescribed low vision device, computer, software, magnification, and Braille.
2. Use non-visual and/or low vision strategies to identify support resources for students who are blind or visually impaired.
3. Identify non-visual or/low vision strategies that enable students who are blind or visually impaired to participate in the classroom.
4. Identify and implement adaptive strategies for academic, recreational and leisure activities to ensure participation.
5. Explain visual impairment.
6. Identify eligibility requirements for students with visual impairments.
7. Identify changes in state laws affecting students with visual impairments.
8. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairment.
9. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources for students.
10. Develop individual education plans reflecting current research and best practices.
11. Assist general education and ESE teachers, therapists, and parents in understanding the issues related to students with visual impairments.
12. Assist general education teachers in using instructional materials/methods for use with students with visual impairments in regular classes.

LEARNING PROCEDURES (Methods):
> **A: Knowledge Acquisition Workshop**
> **I: Job Embedded**
> **J: Deliberate Practice**

- **WHAT** will occur during this professional development component delivery?
Participants will enhance their knowledge in current issues relevant to personnel involved in educating students with visually impairments.

- **HOW** will the experiences be provided to participants during this delivery?
  Participants will engage in active collaboration with colleagues. They will be provided an avenue for the creation of materials for classroom use, and reference tools to be made available for future use.

IMPLEMENTATION/MONITORING PROCEDURES:
> **O: Collaborative Planning**
> **P: Participant Product**

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

Collegial learning practices, digital learning/technology infusion, problem solving, instructional design and lesson planning, expanded core curriculum activities related specifically to students with visual impairments.

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

Email, phone, face-to-face availability to provide feedback and support the participant. Websites and other helpful resources will also be provided.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional learning environment practices implemented in the classroom
      F: Changes in observed educator proficiency in implementing targeted state standards or initiatives
      G: Changes in observed educator proficiency in practices that occur generally without students
   Student F: Other performance assessment(s) that reveal impact on students

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

   o **Specific Learner Objectives?**
Active discussion, schedules, implementation projects related to expanded core curriculum and technology.

   o **Increasing Educator Knowledge?**
School/teacher-constructed growth measures.

   o **Changing Educator Practice?**
Evidence of revisions to content/process, observation of changes in teacher performance as related to student achievement.

   o **Improving Student Outcomes?**
Observation of student performance, review of portfolios of student work and other performance assessment(s) that show impact on students learning objectives and behavior growth.

Date approved: 7/12
Department: ESE
Name(s) of Component Author(s): Jackie Jones
Revision Date: 7/1/19 (update to new format)

ESE: Issues in Deaf Education

COMPONENT NUMBER: 2-100-065

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (065)

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

DESCRIPTION:

The purpose of this component is to provide training for personnel in the Deaf and Hard of Hearing program on current issues of concern in the field of Deaf education. Upon successful completion of the component, participants will be able to plan and implement instruction incorporating current research and best practices in the field of Deaf education.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify changes in state laws affecting Deaf/Hard of Hearing eligibility.
2. Identify district policy and procedural changes.
3. Identify and develop procedures for evaluation variables for special populations.
4. Identify, adapt, and implement research applicable to motivating reluctant learners.
5. Disseminate information obtained through conferences, such as "Working with the Experts."
6. Apply current research findings to the development of curriculum.
7. Identify and list remediation and evaluation techniques for language.
8. Plan appropriate usage of computers for students with hearing loss.
9. Explain current audiological practices in screening infants, school age children, and adults suspected of a hearing loss.
10. Demonstrate appropriate instructional techniques for audiologically impaired students.
11. List techniques for enhancing oral expression skills in the classroom setting.
12. Discuss recent developments in cochlear implants, hearing aids, classroom FM systems.
13. Explain statewide eligibility criteria and necessary state required documentation.
14. Design school-based inservice for teachers working with students with hearing loss.
15. Explain the relationship of oral language disorders to academic performance.

LEARNING PROCEDURES (Methods):

Letter: Description

> **A: Knowledge Acquisition Workshop**
> **I: Job Embedded**
> **J: Deliberate Practice**

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

Participants will enhance their knowledge in current issues relevant to personnel involved in educating students with hearing impairments.

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

Participants will engage in active collaboration with colleagues. They will be provided an avenue for the creation of materials for classroom use, and reference tools will be made available for future use.

IMPLEMENTATION/MONITORING PROCEDURES:

> **O: Collaborative Planning**
> **P: Participant Product**

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

Collegial learning practices, digital learning/technology infusion, problem solving, instructional design and lesson planning, expanded core curriculum activities related specifically to DHH students.

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

Email, phone, face-to-face availability to provide feedback and support the participant. Websites and other helpful resources will also be provided.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional learning environment practices implemented in the classroom.
        F: Changes in observed educator proficiency in implementing targeted state standards
        G: Changes in observed educator proficiency in practices that occur generally without students
    Student F: Other performance assessment(s) that reveal impact on students

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

  - **Specific Learner Objectives?**

Active discussion, schedules, implementation projects related to expanded core curriculum and technology.

  - **Increasing Educator Knowledge?**

School/teacher-constructed growth measures.

  - **Changing Educator Practice?**

Evidence of revisions to content/process,

Observation of changes in teacher performance as related to student achievement.

  - **Improving Student Outcomes?**

Observation of student performance, review of portfolios of student work, and other performance assessment(s) that show impact on students learning objectives and behavior growth.

Date approved: 7/12
Department: ESE
Name(s) of Component Author(s): Jackie Jones
Revision Date: 7/1/19 (update to new format)

ESE: Functional American Sign Language

COMPONENT NUMBER: 2-100-066

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (066)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
The purpose of this component is to provide training in sign language relevant to personnel who work with non-verbal ESE students using sign language to communicate and students who are Deaf who use American Sign Language (ASL) as a primary mode of communication.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Understand the main causes of deafness.
2. Understand the dynamics of the Deaf community.
3. Know that American Sign Language is not English but is instead a unique language that's separate and distinct from English.
4. Understand that signs are generally used to represent ideas and concepts rather than words.
5. Understand the essential elements of sign language, including hand shape, sign location, and movement.
6. Recite the alphabet in sign language and know how to use it in fingerspelling.
7. Know how to count and use numbers in sign language.
8. Know that expressions and body language are important aspects of signing and apply that practice.
9. Sign single words, phrases, and sentences.
10. Know approximately 500 signs.

LEARNING PROCEDURES (Methods):
 A: Knowledge Acquisition Workshop
 J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?
Participants will gain knowledge of American Sign Language.

- **HOW** will the experiences be provided to participants during this delivery?
Activities designed to accomplish the above objectives will be carried out in face-to-face training using a designated sign language book that participants will be able to keep. Instruction via lectures, demonstration and practice of skills and will be practiced in the two-hour course over a ten-week period.

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 practice in small groups during each class. They will practice receptive and expressive signs in small groups. Participants will present a final demonstration of what they learn the last class. (Ex. Song or story in sign language)

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants may email the instructor for support. Helpful websites and other resources will be provided throughout the course.

IMPACT EVALUATION PROCEDURES:

    Staff A: Changes in instructional or learning practices implemented in the classroom

    Student Z: Did not evaluate student outcomes due to absence of reliable cause and effect

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

  - **Specific Learner Objectives?**

Evaluation of the specific objectives will be determined by the instructor through analysis of the participant's ability to comprehend, demonstrate, and apply knowledge of basic sign language with students.

  - **Increasing Educator Knowledge?**

Evaluation of the educator's knowledge will be determined by the instructor through analysis of the participant's ability to comprehend, demonstrate, and apply knowledge of basic sign language with students. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn inservice credits.

  - **Changing Educator Practice?**

Participants will share what they are doing in their classrooms with what they have learned. Participants will model a classroom activity such as telling a story or signing a song to demonstrate one activity in which they are using sign language.

  - **Improving Student Outcomes?**

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

Date approved: 7/12

Department: ESE

Name(s) of Component Author(s): Jackie Jones.

Revision Date: 6/19 (Update to new format)

ESE: SB1108-Autisum Spectrum Disorder-High Functioning (ASFHF) in the General Education Classroom

COMPONENT NUMBER: 2-100-073

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (073)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
The purpose of this component is to provide training for personnel in the general education classroom on current issues with students with Autism Spectrum Disorder – High Functioning (ASDHF). Upon successful completion of the component, participants will be able to plan and implement strategies to facilitate the instruction of students with Autism Spectrum Disorder – High Functioning (ASDHF) in the general education classroom incorporating current research and best practices in this field.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Identify characteristics of students with Autism Spectrum Disorder - High Functioning (ASDHF).
2. Identify specific strengths and weaknesses of students with ASDHF.
3. Identify areas of academic concern and curriculum strategies for motivating reluctant learners.
4. Determine whether a specific behavior is a part of the disability or deliberate misbehavior.
5. Demonstrate skill in proactively managing challenging behavior.
6. Demonstrate skill in the effective use of technology for this population.
7. Identify and list agencies and resources that provide support for teachers of students with ASDHF.
8. Identify and explore online professional development; such as AIM, for teachers of students with ASDHF.
9. Demonstrate skill in developing, promoting and implementing proactive strategies to prevent/lessen social issues frequently associated with students with ASDHF.
10. Promote collaboration among teachers, co-teachers, families and the community.
11. Explore current topics: federal and state laws, best practices, etc. in the area of ASDHF.
12. Utilize strategies to promote success for students with ASDHF entering kindergarten then transitioning from elementary to middle school; middle school to high school and high school to life.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: SB1108- School Improvement: ESE Inservice Vouchers

COMPONENT NUMBER: 2-100-075

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (075)

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 ESE conference(s)/workshops with job related content from multiple sources. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Specify current ESE trends in a variety of pertinent curriculum/topic areas.
2. Discuss specified ESE topics relative to law, rules, and policies.
3. Solve ESE problems which affect the whole school.
4. Solve ESE problems which affect individual areas of responsibility.
5. Demonstrate increased awareness of the importance of good internal and external human relations.
6. Review and/or use appropriate instructional materials, supplies, and equipment.
7. Increase job related knowledge and skills.
8. Demonstrate the ability to develop budgets for specific areas/departments.
9. Specify **safety** topics related to school activities, materials, and/or resources.
10. Identify ways to improve the cleanliness/appearance of the schools/campus.
11. Discuss proper methods of maintaining students' records.
12. Discuss new ideas or interests resulting from various training sessions.
13. Review, evaluate, and use the school's improvement plan to enhance effectiveness on the job.
14. Apply new knowledge and skills to school improvement efforts.
15. Implement better methods or procedures for carrying out assigned job duties.
16. Plan strategies for solving identified school problems.
17. Demonstrate increased awareness in classroom data driven decision making.

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 ESE 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:**

    o **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.

    o **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.

    o **Changing Educator Practice?**

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

    o **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: 7/12
Department: ESE, OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date: 6/19 (Update to new format)

ESE: SB1108 Best Practices in Special Education

COMPONENT NUMBER: 2-100-079

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (079)

POINTS TO BE EARNED: **120 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training in current issues relevant to personnel involved in educating exceptional students. Upon successful completion of the component, participants will be able to develop appropriate programs for students incorporating current research and best practices in Exceptional Student Education.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate the ability to appropriately assess levels of functioning in the classroom utilizing current research/best practices.
2. Demonstrate correct methods of evaluating students using current instruments.
3. Demonstrate the ability to plan and develop appropriate programs for students incorporating current research and best practices.
4. Develop individual education plans reflecting current research/best practices.
5. Select and use appropriate instructional materials and methods in the ESE classroom.
6. Define effective approaches to classroom management and motivation.
7. Explain current research on the generalization process and techniques for enhancing that process.
8. Integrate cognitive and academic approaches to classroom management and motivation.
9. Assist regular education teachers in using instructional materials/methods for use with ESE students in regular classes.
10. Identify areas of concern/current needs of parents of exceptional children.
11. Inventory his/her own current classroom needs, strengths, and weaknesses.
12. Explore relationships between various ESE program needs with regard to peer support, tutoring, etc.
13. Explain the theory behind and utilize current strategic learning approaches.
14. Define descriptive, historical, and experimental research relative to specific areas of exceptionality.
15. Develop further understanding of learning/self-concept problems.
16. Compile a personal file of ideas and suggest activities/resources designed to enhance learning and increase self-concept.
17. Select at least three goal-related reasons for using the activities developed.
18. Demonstrate the ability to increase skills in motivating reluctant learners by listing five methods.
19. Develop materials for home/school use with ESE students.
20. Demonstrate increased listening skills.
21. Demonstrate knowledge of interpreting non-verbal communication.
22. Demonstrate non-threatening assertive communication skills.
23. Assist parents in understanding the problems of the ESE child.
24. Help parents understand the specific development sequence of learning for the ESE child.
25. Assist parents in utilizing various management techniques that would benefit the ESE child.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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:**

   - **Specific Learner Objectives?**

The ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: SB1108- PDA: Teaching Students with Disabilities

COMPONENT NUMBER: 2-100-080

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (080)

POINTS TO BE EARNED: **20 maximum points per certificate**
DESCRIPTION:
The focus of this module will be to provide educators with information about the foundations of exceptional student education in Florida, the provision of services, and appropriate instructional practices for students with disabilities.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Identify state and federal legislation that has affected the education of students with disabilities.
2. Identify the six principles of the Individuals with Disabilities Education Act (IDEA).
3. Recognize the sequence in the exceptional education process from referral to reevaluation.
4. Understand the safeguards that exit to ensure that the rights of children with disabilities and their parents are protected.
5. Understand the typical development and characteristics (e.g., language, cognitive-
6. academic, social-emotional, sensory, physical-motor) of children.
7. Compare and contrast the classifications and eligibility criteria established under IDEA and in the Florida State Board of Education rules.
8. Identify models of support for assisting students with disabilities in accessing the general education curricula.
9. Identify the guidelines of differentiated instruction used to maximize achievement for all students.
10. Identify the principles and guidelines of Universal Design for Learning in order to eliminate barriers to learning.
11. Explore how specially designed instruction for students with disabilities is related to universal instruction.
12. Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
13. Identify ongoing informal assessment techniques for adjusting instruction.
14. Identify instructional tools that can be used to support a differentiated environment that is responsive to individual learner needs.
15. Identify various adjustments that can be made to instruction to support a differentiated learning environment.
16. Define and identify the federal and state requirements for identification and provision of services to students with disabilities.
17. Compare and contrast development and characteristics of students with disabilities to non-disabled peers.
18. Identify strategies for differentiating, adapting and providing accommodations in the classroom for students with disabilities.
19. Identify instructional methods for integrating instruction in the classroom.

LEARNING PROCEDURES (Methods):
 B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes directed activities, referenced within the module, and appropriate to the various areas of content.

- **HOW** will the experiences be provided to participants during this delivery?
Participants will work on the FDLRS website and participant in a variety of online learning activities.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):
  Following successful completion of the module, participants must complete **one** of the follow-up activity options. The three options are outlined in the *Teaching Students with Disabilities Follow-up Activities* document. Verification of completed follow-up activities by the participants' supervisor is required, in order for a district to award 20 in-service points.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
  Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: C: Portfolio of student work

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

  o **Specific Learner Objectives?**

  Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

  o **Increasing Educator Knowledge?**

  Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate.

  o **Changing Educator Practice?**

  Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants will be provided with access to additional professional development opportunities that build upon the content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

  o **Improving Student Outcomes?**

  Student test scores and success in the classroom will be a basis for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE SB1108: Issues in Communication Disorders

COMPONENT NUMBER: 2-100-081

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (081)

POINTS TO BE EARNED: 90 maximum points per year

DESCRIPTION:

The purpose of this component is to provide training for personnel in the Speech and Language Impaired programs on current issues of concern in the field of communication disorders. Upon successful completion of the component, participants will be able to plan and implement therapy/instruction incorporating current research and best practices in the field of communication disorders for students with disabilities.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify changes in state laws affecting speech and language eligibility.
2. Identify district policy and procedural changes.
3. Identify and develop procedures for evaluation variables for special populations.
4. Demonstrate skill in completing Speech/Language required legal paperwork.
5. Identify, adapt, and implement research applicable to motivating reluctant learners.
6. Discuss research implications for strategic skill acquisition to foster independent learning.
7. Present and discuss current research, e.g., techniques of remediation and diagnosis; theory as related to remediation and diagnosis.
8. Disseminate information obtained through conferences and graduate classes, such as "Working with the Experts."
9. Identify and list remediation and evaluation techniques for articulation, language, fluency, voice and oral peripheral.
10. Identify and implement role of Speech and Language Pathologist (SLP) in Response to Intervention/MTSS process.
11. Plan appropriate usage of computers in the speech/language rehabilitation process in students with disabilities.
12. Demonstrate appropriate therapy techniques for students who are deaf or hard of hearing.
13. Provide techniques for enhancing oral expression skills in the classroom setting for students with disabilities.
14. Share materials, techniques and other teaching aids to be used in remediation of speech/language issues.
15. Explain statewide eligibility criteria and necessary state required documentation.
16. Review professional ethics in the Speech/Language pathology field.
17. Design school-based Speech/Language in-service for parents and teachers.
18. Explore the parent-clinician relationship in fostering generalization of speech and language skills.
19. Develop follow-up research criteria to determine effectiveness of Speech/language program.
20. Discuss strategies for appropriate grouping of therapy in students with disabilities.
21. Explain the relationship of oral language disorders to academic performance.
22. Write speech and language goals/objectives aligned with state adopted standards.
23. Provide resources for a language-stimulation program based on current research for use at home and in the inclusive educational setting.
24. Analyze selected auditory processing test results and strategies to facilitate the student's progress in the curriculum.
25. Analyze unique speech/language tests to determine validity of measurement.
26. Exhibit knowledge and implementation of Medicaid guidelines and billing.
27. Identify the connection of reading and language and the SLPs role in reading in Speech and Language therapy for students with disabilities.
28. Demonstrate knowledge of current therapy techniques/resources to identify and remediate social communication deficits.
29. Demonstrate knowledge of Verbal Behavior, Applied Behavior Analysis, and implement this knowledge in therapy

with students who have significant communication deficits (non-verbal, echolalia, limited verbal, and non-functional language).

30. Identify appropriate assistive technology tools/process for communication and implement this process with students.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: SB1108- PDA: Effective Teaching Practices for Students with Disabilities

COMPONENT NUMBER: 2-100-082

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (082)

POINTS TO BE EARNED: 20 maximum points per certificate
DESCRIPTION:
The focus of this module will be to provide educators with information about effective instructional practices for students with disabilities.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Identify some of the common elements and shared outcomes of Universal Design for Learning, Differentiated Instruction, Explicit Instruction, Specially Designed Instruction for students with disabilities and frameworks of effective teacher behaviors.
2. Understand the relationships between Florida's multi-tiered system of support, Specially Designed Instruction for students with disabilities, Differentiated Instruction, Universal Design for Learning, Explicit Instruction, and the frameworks of effective teacher behaviors.
3. Know the characteristics of an expert learner and how to assist students with disabilities in developing these skills.
4. Describe how a teacher's mindset impacts his or her actions and how the teacher's actions impact a student's mindset and performance.
5. Recognize ways to create learning environments that are rooted in strong teacher-student relationships to ensure that each student with a disability feels fully included, safe, and valued for his or her contributions.
6. Develop precise learning goals that communicate what is most important for all learners, including students with disabilities, to know, understand, and be able to do.
7. Understand that formative assessment, used to guide instructional planning and to develop student autonomy, is essential for providing students with disabilities work that is at the appropriate level of challenge.
8. Know the characteristics of respectful work in order to maximize student achievement for students with disabilities.
9. Understand that student differences matter in learning, and attending to those differences is necessary to support students in achieving rigorous academic standards. .
10. Understand that some students who have disabilities, as well as other students, may need explicit instruction and intervention at increasing levels of intensity and duration in order to make appropriate progress and achieve at high levels.
11. Understand that instructional decisions based on careful analysis of student assessment information should determine the explicitness, intensity, and duration of differentiated interventions.

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes directed activities, referenced within the module, and appropriate to the various areas of content.

- **HOW** will the experiences be provided to participants during this delivery?
Participants will work on the FDLRS website and participant in a variety of online learning activities.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):

Following successful completion of the module, participants must complete <u>one</u> of the follow-up activity options. The three options are outlined in detail in the module. Option A: Instructional Plan and Reflection – suggested for classroom teachers. Option B: Action Plan to Support Teachers – suggested for educators who supervise classroom teachers or instructional support teachers or for coaches who work directly with classroom teachers. Option C: Application of Module Content and Resources– suggested for educators not working directly with students.

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

 Support will be provided by the facilitator via email and in person. Verification of completed follow-up activities by the participants' supervisor is required in order for a district to award 20 in-service points. Each district is responsible to ascertain if the content of this module satisfies the content requirements for students with disabilities credit. In-service points are awarded by the school districts through their Master In-service Plan.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: C: Portfolio of student work

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

   o **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

   o **Increasing Educator Knowledge?**

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate.

   o **Changing Educator Practice?**

Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants will be provided with access to additional professional development opportunities that build upon the content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

   o **Improving Student Outcomes?**

Student test scores and success in the classroom will be a basis for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108 Social Thinking Model Classrooms
(Parts I-Beginner, II-Intermediate, and III-Advanced)

COMPONENT NUMBER: 2-100-083

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (083)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
The purpose of this component is to provide training for personnel who teach students in an ESE program with deficits in the social emotional domain. Upon successful completion of the component, participants will be able to apply each specific objective listed below in a Social Thinking Model classroom with students who have social deficits.

1. Understand and apply ABA and Verbal Behavior at the beginner, intermediate and advanced levels
2. Administer and use the *I Ready Reading and Math Curriculum and Diagnostic Assessment or Brigance for* instruction and progress monitoring
3. Organize and arrange a classroom in zones and divisions for students in a Social Thinking Model class
4. Understand the IEP Process (Planning Notes, Goals and objectives, etc.)
5. Use and assess data collected in the Social Thinking Classroom Notebooks and Curriculum and Alternate Assessment Process (CAAP)
6. Design individual daily schedules and other visual strategies for students in a Social Thinking Model classroom. Create and implement classroom schedules.
7. Organize schedules and create or make tasks and activities for students with social deficits
8. Administer Florida Standards Alternate Assessment (FSAA) and implement CAAP model
9. Administer Florida Standards Assessment (FSA)
10. Complete Non-violent Crisis Prevention Intervention Component (Full course / refreshers) / or Quality Behavior Solutions (QBS)
11. Understand and implement classroom management procedures: data collection and graphing of targeted behaviors
12. Follow FL-DOE restraint and seclusion process
13. Implement district approved core curriculum
14. Define Community Based Instruction (CBI). Write goals and objectives that will be implemented in the community. Develop curriculum related activities in the community.
15. Apply strategies to help reduce /eliminate anxiety
16. Utilize technology and apps in the classroom for instructional purposes
17. Create transition plans for students based on strengths, interests, and employment possibilities

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Participate in the Social Thinking 3 Year Training Plan- Parts I, II, and III to learn research based/best practices for teaching students with social emotional deficits.
2. Instruct using ABA and Verbal Behavior principles at the beginner, intermediate and advanced levels
3. Administer and use the *I ready Reading and Math Curriculum and Diagnostic Assessment / or Brigance* for instruction and progress monitoring
4. Organize and arrange a classroom in zones and divisions for students in a Social Thinking class

5. Participate in the IEP Process (Develop Planning Notes, Goals and objectives, etc.)
6. Use and assess data collected in the CAAP Success Notebooks and/or Social Thinking Notebooks
7. Design and use individual daily schedules and other visual strategies for students in a Social Thinking classroom. Create and implement 3:1 classroom and rotations schedules.
8. Administer Florida Standards Alternate Assessment (FSAA) and Florida Standards Assessment (FSA)
9. Complete and utilize approved Non-violent Crisis Prevention Interventions / or QBS
10. Implement classroom management procedures for data collection and graphing of targeted behaviors
11. Follow FL-DOE restraint and seclusion process
12. Implement district approved core curriculum
13. Define Community Based Instruction (CBI). Write goals and objectives that will be implemented in the community. Develop curriculum related activities in the community.
14. Apply strategies to help reduce /eliminate anxiety
15. Utilize technology and apps in the classroom for instructional purposes
16. Create transition plans for students based on strengths, interests, and employment possibilities

LEARNING PROCEDURES (Methods):
I: Job Imbedded

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

Participants will participate in the Social Thinking 3 Year Training Plan for Part I- beginner, Part II intermediate-, and Part III- advanced level trainings. As a result of participating in this 3 year training plan, participants will deepen and apply knowledge, take part in modeling and practice activities, engage in peer and self-reflection regarding practice of new knowledge/skills and determine impact to teacher and student performance.

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

Presentation delivery will be in the form of direct instruction, modeling, role playing, hands on learning activities, power points, sample videos of instructional/teaching procedures, etc. Social Thinking Implementation Agreement: Participants will attend all required Social Thinking Part I, II, and III Trainings.

IMPLEMENTATION/MONITORING PROCEDURES:
P: Participant Product

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

Participation Product will enable participants to demonstrate their knowledge acquisition through the development of the CAAP Student Portfolio, Social Thinking Classroom Notebooks, Brigance Assessment, Iready Reading and Math Diagnostic Assessments and progress monitoring, IEP planning notes, classroom 3:1 schedule(s), etc.

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

Click here to enter text.

IMPACT EVALUATION PROCEDURES:
Staff A; Changes in instructional or learning environment practices
Student A: Results of State or District developed/standardized student growth measure(s)
      B: Results of school/teacher-constructed student growth measure(s) that tracks student progress
      C: Portfolios of student work

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

  - **Specific Learner Objectives?**

The impact data will be reviewed by the Program Facilitator and district/school-based staff who support the Social Thinking 3 Year Training Plan to modify and develop future trainings.

- o **Increasing Educator Knowledge?**

Click here to enter text.

- o **Changing Educator Practice?**

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the 3 Year Social Thinking Training Process, team members will also complete periodic assessments to determine the degree to which the training is impacting their mastery of the Social Thinking focus area goals and objectives. The information from the impact evaluations and process monitoring will be reviewed by the program facilitator and district/school-based staff to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

- o **Improving Student Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of attending the 3 Year Social Thinking Trainings. These measures will include documentation of changes in instructional practices related to the application of content presented in the Social Thinking training as measured by student performance.

Results from the following may be used as evidence:
- ✓ Results of State or District developed/standardized student growth measure(s)
- ✓ Results of school/teacher-constructed student growth measure(s) that tracks student progress
- ✓ CAAP Portfolios/Social Thinking Notebooks of student work/progress monitoring

Date approved: Click here to enter text.

Department: ESE: CBSA

Name(s) of Component Author(s): Celeste Rivenbark

Revision Date:

ESE: Effective Use of Assistive Technology

COMPONENT NUMBER: 3-100-002

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (002)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide exceptional education teachers with an overview of the use of computer hard/software in the Exceptional Student Education Program. Upon completion of this component, participants will be able to demonstrate computer-operating procedures, utilize record keeping, and integrate technology into the curriculum.

SPECIFIC LEARNER OBJECTIVES:

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

1. Discuss the care of hardware and peripheral devices.
2. Write an evaluation of a sample of software, noting educational design of software, reading level, graphics quality, ease of modification, instructions provided teacher and student, and appropriateness for intended users.
3. Discuss software available in mathematics for the special needs learner.
4. Discuss software available in language arts for the special needs learner.
5. Discuss software available in social studies for the special needs learner.
6. Discuss software available in science for the special needs learner.
7. Produce a desktop published product.
8. Use the computer for the development of curriculum and measurement devices.
9. Demonstrate the ability to copy public domain and county licensed software.
10. Define and describe assistive and adaptive devices available for special needs learners.
11. Integrate CD-ROM technology in ESE curriculum.
12. Discuss advanced applications of technology with special needs learners.

LEARNING PROCEDURES (Methods):
   Letter: Description

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

Activities designed to accomplish the specific objectives above will be carried out in a workshop setting with a sufficient number of computers available so that all participants can have hands-on time with them. Qualified consultant(s) will provide instruction and guidance throughout the course.

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

Instruction will include such activities as lectures, discussions, demonstrations, and question and answer time, in order to accomplish the specific objectives listed above.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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:**

  - **Specific Learner Objectives?**

The ESE Program 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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

ESE: SB1108- PDA: Technology for Student Success: Assistive Technology

COMPONENT NUMBER: 3-100-003

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (003)

POINTS TO BE EARNED: 20 maximum points per certificate

DESCRIPTION:

The purpose of this course is to provide an opportunity for participants to identify and explore assistive technology devices and services and to examine the process of helping students with disabilities select, obtain, and use assistive technology. To explore basic information about the impact of six identified areas of disability including: vision, auditory, physical, communication, intellectual, and cognitive processing and how assistive technology devices and services provide support in dealing with the impact of those disabilities.

SPECIFIC LEARNER OBJECTIVES:

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

1. Understand that students with disabilities benefit from the use of assistive technologies.
2. Understand that there is a wide range of technologies that can be considered for use as assistive technology by students with disabilities.
3. Identify characteristics of visual impairments.
4. Explore how visual impairments impact student learning and access to the education environment.
5. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with visual impairments.
6. Identify characteristics of hearing impairments.
7. Explore how hearing impairments impact student learning and access to the education environment.
8. Explore various assistive technologies to meet the needs of students with hearing impairments.
9. Identify characteristics of physical impairments.
10. Explore how physical impairments impact student learning and access to the education environment.
11. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with physical impairment
12. Identify characteristics of speech and language impairments.
13. Explore how speech and language impairments impact student learning and access to the education environment.
14. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with speech and language impairments.
15. Identify characteristics of intellectual impairments.
16. Explore how intellectual impairments impact student learning and access to the education environment.
17. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with intellectual impairments.
18. Identify characteristics of cognitive processing disabilities.
19. Explore how these disabilities impact student learning and access to the education environment.
20. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with cognitive processing disabilities.

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

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

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes directed activities, referenced within the module, and appropriate to the various areas of content.

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

Participants will work on the FDLRS website and participant in a variety of online learning activities.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):

While completing this online course, participants are asked to take their new knowledge out into the field to use and apply their knowledge through activities in the course.

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

Participants will meet as a group to collaborate and share challenges and successes. Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: C: Portfolio of student work

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

  - **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

  - **Increasing Educator Knowledge?**

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

  - **Changing Educator Practice?**

Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants will be provided with access to additional professional development opportunities that build upon the content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

  - **Improving Student Outcomes?**

Student test scores and success in the classroom will be a basis for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108- PDA: Technology for Student Success: An Introduction

COMPONENT NUMBER: 3-100-004

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (004)

POINTS TO BE EARNED: **20 maximum points per certificate**

DESCRIPTION:

To provide an opportunity for participants to compare and contrast instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning; and, to determine appropriate tools to meet student needs and identify available resources to support district/school use of instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify the three principles of the UDL framework and their associated checkpoints.
2. Explore and utilize UDL resources.
3. Apply UDL strategies to struggling learners.
4. Define assistive technology.
5. Define assistive technology services.
6. Align various assistive technologies with student needs.
7. Identify the characteristics of instructional technology.
8. Align various instructional technologies with curriculum areas.
9. Identify various types of accessible instructional materials (AIM).
10. Explore a variety of AIM resources.
11. Show how AIM relates to UDL, AT, and IT.

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

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

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes directed activities, referenced within the module, and appropriate to the various areas of content.

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

Participants will work on the FDLRS website and participant in a variety of online learning activities.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):

While completing this online course, participants are asked to take their new knowledge out into the field to use and apply their knowledge through activities in the course.

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

Participants will meet as a group to collaborate and share challenges and successes. Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:

    Staff: A: Changes in instructional or learning environment practices

    Student: C: Portfolio of student work

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

        o   **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

        o   **Increasing Educator Knowledge?**

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

        o   **Changing Educator Practice?**

Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants will be provided with access to additional professional development opportunities that build upon the content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

        o   **Improving Student Outcomes?**

Student test scores and success in the classroom will be a basis for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: Issues in Affective Behavior/Social Skills

COMPONENT NUMBER: 2-101-002

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Classroom Management for students with disabilities (101)
> Local Sequence Number(s): (002)

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

DESCRIPTION:

The purpose of this component is to provide participants with training in both affective/behavioral needs and curriculum, and measures of affect/behavior relative to ESE students. Upon successful completion of the component, participants will be able to develop and implement curricula designed to meet affective and behavioral needs.

SPECIFIC LEARNER OBJECTIVES:

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

1. Define affective behavior.
2. Define social skills.
3. Explain the learning process as it relates to social skills acquisition
4. List pre-requisite abilities for formal social skills training.
5. Relate social skills to the mainstreaming process.
6. Relate self-concept and social skill ability to academic achievement.
7. Explain discipline problems as total behaviors.
8. List the four basic needs of all humans.
9. Explain human behavior as it relates to the four basic needs.
10. Explain the concept of learning pictures.
11. Explain how behaviors are related to a person's internal control system.
12. Demonstrate appropriate follow-up conferencing feedback.
13. Demonstrate goal setting activities appropriate for K-12.
14. Discuss research endorsing explanation, modeling, and rehearsal with feedback as essential teaching techniques.
15. Explain how to adapt the instructional process format to the teaching of social skills.
16. Explain the procedure used to target deficient social skills.
17. List four teacher-child competencies and six peer-to-peer competencies.
18. Discuss the value/effects of role play in social skills acquisition.
19. Discuss the Walker Social Skills curriculum.
20. Discuss the Kansas University ACCEPTS Social curriculum.
21. Discuss the Skill-streaming Program for the elementary level student.
22. Discuss the Skill-streaming Program for the secondary level student.
23. Develop a programming framework for teaching social skills in Santa Rosa ESE classrooms.
24. Discuss the Aggression Replacement Training curriculum.
25. Discuss the Getting Along with other Social Skills curriculum.
26. Demonstrate knowledge of the relationship between structured learning and behaviors.
27. List the causes of angry/aggressive behavior.
28. Develop methods to help students in the area of anger control.
29. Explain the concept of "hassle logs" and "behavior books".
30. Develop methods for transfer of learning/generalization of social skills.
31. List and explain components of peer related, adult related and self-related social skills.

LEARNING PROCEDURES (Methods):

A: Knowledge Acquisition

I: Job-Embedded Workshop

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

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

- **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 the 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 ESE Program 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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

ESE: Learning Strategies Intervention Model Training

COMPONENT NUMBER: 2-101-003

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Classroom Management for students with disabilities (101)
> Local Sequence Number(s): (003)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide participants with training in the Strategies Intervention Model, which deals with the acquisition of independent learning and behavior strategies for mainstreamed students. Upon successful completion of the component, participants will be able to demonstrate effective use of critical teaching behaviors and implement the Strategic Intervention Model.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate knowledge of the philosophy and goals of the Strategies Intervention Model.
   2. List the strengths and weaknesses of various interventions for SLD and EH students, such as tutorial, basic skills remediation, and compensatory.

3. Recognize characteristics of the SLD and EH student(s).
4. Relate potential benefits and influences of the Strategies Intervention Model.
   5. Demonstrate general knowledge of the scope and sequence of the preliminary strategies such as LINCS, SLANT, and VISUAL IMAGERY.

6. Demonstrate general knowledge of the scope and sequence of the following 16 strategies in the core curriculum:

-Word Identification	-Paired Associates	-Paraphrasing
-Listening and Note taking	-Sentence Writing	-Theme Writing
-Error Monitoring	-Multipass	-Interpreting Visual Aids
-Self-questioning	-SOS	-Test Taking
-Visual Imagery	-Paragraph Writing	-First Letter Mnemonic
-Assignment Completion		

7. Discuss the purpose, steps, rationale, and expected outcomes of the strategies.
8. Demonstrate competency in the use of the teacher's manual/guide for each of the strategies.
9. Demonstrate competency in the scoring, record keeping, and organization required for each of the strategies.
10. Demonstrate competency at each step of the acquisition and generalization phases of each of the strategies.
11. List four characteristics critical in providing adequate feedback to students.
12. List two dimensions of mastery performance.
13. List three key checkpoints and solutions for dealing with poor student performance in strategies.
14. Demonstrate competencies relating to cooperative planning between ESE and regular teachers of mainstreamed students.
15. Demonstrate coaching techniques in support group settings designed to enhance the teaching of Learning Strategies.
16. Discuss computer enhancement of Learning Strategies.
17. Demonstrate essential teaching behaviors designed to facilitate acquisition and teaching of new Learning Strategies as they are developed.
18. Demonstrate implementation of a full curriculum of Learning Strategies in the classroom.
19. Demonstrate competency in Strategic Textbook management.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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:**

   - **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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

ESE: SB1108- PDA: Positive Behavioral Support

COMPONENT NUMBER: 2-101-014

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Classroom Management for students with disabilities (101)
> Local Sequence Number(s): (014)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of the component is to provide teachers with training in positive behavioral supports. Upon completion of this component, participants will be able to assess, design, and implement positive behavioral supports in the classroom.

SPECIFIC LEARNER OBJECTIVES:

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

1. Analyze the legal and ethical issues pertaining to positive behavior management and strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

LEARNING PROCEDURES (Methods):

  B: Electronic, Interactive

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

Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

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

Participants will receive on-line instruction in this module. Developed by The Florida Department of Education, the module is based on the new ESE competencies adopted in July, 2002.

IMPLEMENTATION/MONITORING PROCEDURES:

  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):

  Participants are expected to use this new knowledge in their classroom with their students. Complete the assigned learning activities and assessment tasks. Tasks include, but are not limited to, the following types of activities:

  a. Research and application of skills
  b. Interviews with experienced educators
  c. Development of lesson plans, behavior profiles, teaching strategies
  d. Identification of local and statewide resources
  e. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas.
  f. Development of Individualized Education Plans and Transition Plans
  g. Determination of appropriate assessment tools and techniques.

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

Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:

    Staff: A: Changes in instructional or learning environment practices

    Student: C: Portfolio of student work

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

  - **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

  - **Increasing Educator Knowledge?**

Demonstrate increased competency as determined by completion of assessment tasks in compliance with Section 231.608(1), Florida Statutes, and rule 6A-5.071(5), FAC.

  - **Changing Educator Practice?**

Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

  - **Improving Student Outcomes?**

Student test scores and success in the classroom will be an indcator for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: Behavior Management

COMPONENT NUMBER: 2-101-017

   Function: Instructional Methodology/Faculty Development (2)
   Focus Area: Classroom Management for students with disabilities (101)
   Local Sequence Number(s): (017)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training designed to increase participants' skills in the management of students' behavior. Upon successful completion of the component, participants will be able to apply appropriate techniques to meet the behavioral needs of students.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1.   Intervene appropriately in crisis behavior problems.
2.   Develop alternate strategies for solving chronic behavior problems.
3.   Identify the causes of and appropriate methods of coping with hyperactivity in children.
4.   Identify and deal appropriately with specific behavior problems in small groups.
5.   Use techniques designed to aid in the management of small groups.
6.   Demonstrate increased skills in motivating reluctant learners.
7.   Demonstrate knowledge of hostile, phobic, nervous, withdrawn, passive-aggressive and/or manipulative
8.   behavior in the classroom.
9.   Structure the classroom for best results.
10. Utilize positive behavior supports based on school-wide, at-risk, and tertiary behavior needs.
11. Formulate functions of behavior and develop a positive intervention plan.
12. Identify target behaviors and collect anecdotal records.
13. Increase replacement behaviors and appropriate responses.
14. Develop appropriate behavioral goals and objectives.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition
   I: Job-Embedded Workshop

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

- **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 the 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:**

  - **Specific Learner Objectives?**

The ESE Program 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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

ESE: SB1108 Pre-K Organize for a Change

COMPONENT NUMBER: 2-101-024

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Classroom Management for students with disabilities (101)
> Local Sequence Number(s): (024)

POINTS TO BE EARNED: 75 maximum points per year
DESCRIPTION:
Participants will develop, create and examine theoretical and practical issues and practices related to teaching and learning for students with disabilities in a Pre-K or early intervention setting. Participants will use their new knowledge to support school improvement efforts, engage in long-range planning and engage in collaborative inquiry, leading to increased academic performance of students with disabilities.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Promote professional inquiry among prekindergarten colleagues.
2. Analyze Prekindergarten school and classroom data in order to determine issues of concern.
3. Identify and prioritize issues of young students with disabilities for school improvement.
4. Promote dialogue and consistency and build consensus among prekindergarten colleagues.
5. Implement prekindergarten curriculum changes and other school improvement practices.
6. Study and apply new research about teaching and learning for students with disabilities in the prekindergarten classroom.
7. Design and implement ongoing practices to increase support of young students with disabilities.
8. Develop strategies for instruction.
9. Demonstrate ability to write a quality Individual Education Program for students with disabilities.
10. Demonstrate knowledge of various learning theories for students with disabilities.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition
  D: Learning Community
  H: Implementation of "high effect" practice(s)
  I: Job Embedded

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

Participants will gain new knowledge, engage in modeling and practice activities, report and reflect on impact of new practices on student performance.

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

Information will be presented in an interactive setting utilizing multiple forms of media.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant Product
  O: Collaborative Planning
ACTIVITIES to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participant will identify how the knowledge or activity was used in the classroom and reflect on the impact it had to student performance. Data will be collected at start and end of year to determine progress in all areas. Participant will monitor and provide feedback to the group related to targeted discussions and professional learning.

- **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, phone calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in Instruction
          C: Changes in student services/support
    Student B: School/teacher-constructed student growth measures
          C: Portfolios
          D: Observation
          F: Other performance assessments

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

  - **Specific Learner Objectives?**

The ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: SB1108- PDA: Positive Behavior Intervention Support (PBIS)

COMPONENT NUMBER: 2-101-026

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Classroom Management for students with disabilities (101)
> Local Sequence Number(s): (026)

POINTS TO BE EARNED: **20 maximum points per certificate**
DESCRIPTION:
 The focus of this module will be to provide information related to implementing effective positive behavior support systems in classrooms by using the four-step problem solving process.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Understand the three focus areas with a Multi-Tiered System of Supports.
2. Understand the guiding questions used at each step of the problem-solving process.
3. Understand research regarding high probability hypotheses related to the classroom ecology that are related to common problem behaviors.
4. Develop plans to monitor fidelity of implementation and impact on student outcomes aligned with practices targeted in the PBIS plan.
5. Identify key classroom PBIS practices.
6. Identify the four steps of the problem-solving process.
7. Practice developing precise problem identification statements using case study data.
8. Practice developing goal statements using case study data.
9. Identify guiding questions used to inform the development of hypotheses related to classroom ecology variables associated with problem behavior in classrooms.
10. Review and complete a data collection tool used to confirm or refute well-developed hypotheses in the classroom ecology domains.
11. Practice developing and validating hypotheses using case study data.
12. Revisit online resources used to strengthen the classroom ecology in order to prevent the occurrence problem behavior and contribute to appropriate student behavior.
13. Utilize the case study to identify resources online aligned with the validated hypotheses and practice developing a classroom PBIS plan that is aligned with validated hypotheses.

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

- **HOW** will the experiences be provided to participants during this delivery?
Participants will receive on-line instruction in this module. Developed by The Florida Department of Education, the module is based on the new ESE competencies adopted in July, 2002.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):
  Participants are expected to use this new knowledge in their classroom with their students. Complete the assigned learning activities and assessment tasks. Tasks include, but are not limited to, the following types of activities:
    a. Research and application of skills
    b. Interviews with experienced educators
    c. Development of lesson plans, behavior profiles, teaching strategies
    d. Identification of local and statewide resources
    e. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas.
    f. Development of Individualized Education Plans and Transition Plans
    g. Determination of appropriate assessment tools and techniques.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
  Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:
  Staff: A: Changes in instructional or learning environment practices
  Student: C: Portfolio of student work

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

  o **Specific Learner Objectives?**
  Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

  o **Increasing Educator Knowledge?**
  Demonstrate increased competency as determined by completion of assessment tasks in compliance with Section 231.608(1), Florida Statutes, and rule 6A-5.071(5), FAC.

  o **Changing Educator Practice?**
  Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

  o **Improving Student Outcomes?**
  Student test scores and success in the classroom will be an indcator for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108- PDA: Instructional Practices

COMPONENT NUMBER: 2-102-005

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Assessment for students with disabilities (102)
> Local Sequence Number(s): (005)

POINTS TO BE EARNED: **60 maximum points per certificate**
DESCRIPTION:
The purpose of the component is to provide teachers with training in effective, research-based instructional practices appropriate for exceptional student education. Upon completion of this component, participants will be able to identify and implement appropriate instructional practices in an exceptional student education program.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Analyze assessment information to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine IEP content.
2. Select instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities.
3. Identify instructional strategies for acquisition, generalization, and maintenance of skills across real-life situations at school, at home, and in the community.
4. Select relevant general education and special skills curricula appropriate for a given student's age, instructional needs, and functional performance across settings.
5. Identify methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
6. Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students across disabilities to participate in a meaningful way.

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

- **HOW** will the experiences be provided to participants during this delivery?
Participants will receive on-line instruction in this module. Developed by The Florida Department of Education, the module is based on the new ESE competencies adopted in July, 2002.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):
Participants will be provided with access to additional professional development opportunities that build upon the content of this component.

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

Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:
    Staff: A: Changes in instructional or learning environment practices
    Student: C: Portfolio of student work

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

  - **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

  - **Increasing Educator Knowledge?**

Participants will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

  - **Changing Educator Practice?**

Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance.

  - **Improving Student Outcomes?**

Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on student learning gains.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108- PDA: Assessment and Evaluation

COMPONENT NUMBER: 2-102-006

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Assessment for students with disabilities (102)
> Local Sequence Number(s): (006)

POINTS TO BE EARNED: **60 maximum points per certificate**

DESCRIPTION:

The purpose of the component is to provide teachers with knowledge of assessments and evaluations used in exceptional student education. Upon completion of this component, participants will be able to utilize appropriate evaluation measures with exceptional students.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs).
3. Identify appropriate formal and informal assessments for students across disabilities.
4. Interpret, analyze, and apply the results of formal and informal assessments for students across disabilities.
5. Identify alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use.
6. Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

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

Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

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

Participants will receive on-line instruction in this module. Developed by The Florida Department of Education, the module is based on the new ESE competencies adopted in July, 2002.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):

   Participants will be provided with access to additional professional development opportunities that build upon the content of this component.

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

 Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices
Student: C: Portfolio of student work

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

    o **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

    o **Increasing Educator Knowledge?**

Participants will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

    o **Changing Educator Practice?**

Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance.

    o **Improving Student Outcomes?**

Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on student learning gains.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108- PDA: Engaging Learners Through Informative Assessment

COMPONENT NUMBER: 2-102-012

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Assessment for students with disabilities (102)
> Local Sequence Number(s): (012)

POINTS TO BE EARNED: 20 maximum points per certificate
DESCRIPTION:
This module is designed to provide an opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. Participants will learn and apply each step of the formative assessment process to increase student achievement. Additionally, participants will develop skills for using data-based decision making to be responsive to each student's needs.

SPECIFIC LEARNER OBJECTIVES:
1. Identify the priority study and/or on-the-job implementation outcomes.

2. Clarify the learning goals/targets for lessons and units.

3. Determine the learning progression in relation to learning goals/targets.

4. Align formative assessment tasks to specific learning goals/targets.

5. Develop and communicate learning goals/targets in student-friendly language.

6. Select and use different types and sources of evidence of student learning to assess for understanding.

7. Make instructional adjustments as a result of gathering and analyzing formative assessment information.

8. Provide students with meaningful feedback for self-assessment and goal setting

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants are required to maintain an electronic portfolio of activities/interactive assessment tasks and attend a minimum of three face-to-face meetings throughout the course of the module. As the facilitator receives each assessment task, feedback will be provided using electronic media, telephone consultation, and/or classroom visitation as appropriate.

- **HOW** will the experiences be provided to participants during this delivery?
Sponsored by FDOE Bureau of Exceptional Education and Student Services and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this module is designed to provide a professional development opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

IMPLEMENTATION/MONITORING PROCEDURES:
   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):

Participants will be provided with access to additional professional development opportunities that build upon the content of this component.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
 Support will be provided by the facilitator via email and in person.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: C: Portfolio of student work

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

   o **Specific Learner Objectives?**
Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

   o **Increasing Educator Knowledge?**
Participants will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

   o **Changing Educator Practice?**
Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance.

   o **Improving Student Outcomes?**
Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on student learning gains.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: PDA: Foundations of Exceptional Student Education

COMPONENT NUMBER: 2-103-002

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Procedural/Legal Requirements (103)
> Local Sequence Number(s): (002)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of the component is to provide teachers with the background knowledge of the laws, policies, and procedures behind Exceptional Student Education both on the federal and state levels. Upon completion of this component, participant will have a working knowledge of the history and background of the laws and practices related to Exceptional Student Education.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify some of the common elements and shared outcomes of Universal Design for Learning, Differentiated Instruction, Explicit Instruction, Specially Designed Instruction for students with disabilities and frameworks of effective teacher behaviors.
2. **Understand the relationships between Florida's multi-tiered system of support, Specially Designed Instruction for students with disabilities, Differentiated Instruction, Universal Design for Learning, Explicit Instruction, and the frameworks of effective teacher behaviors.**
3. Know the characteristics of an expert learner and how to assist students with disabilities in developing these skills.
4. Describe how a teacher's mindset impacts his or her actions and how the teacher's actions impact a student's mindset and performance.
5. Recognize ways to create learning environments that are rooted in strong teacher-student relationships to ensure that each student with a disability feels fully included, safe, and valued for his or her contributions.
6. Develop precise learning goals that communicate what is most important for all learners, including students with disabilities, to know, understand, and be able to do.
7. Understand that formative assessment, used to guide instructional planning and to develop student autonomy, is essential for providing students with disabilities work that is at the appropriate level of challenge.
8. Know the characteristics of respectful work in order to maximize student achievement for students with disabilities.
9. Understand that student differences matter in learning, and attending to those differences is necessary to support students in achieving rigorous academic standards. .
10. Understand that some students who have disabilities, as well as other students, may need explicit instruction and intervention at increasing levels of intensity and duration in order to make appropriate progress and achieve at high levels.
11. Understand that instructional decisions based on careful analysis of student assessment information should determine the explicitness, intensity, and duration of differentiated interventions.

LEARNING PROCEDURES (Methods):

   B: Electronic, Interactive

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

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes directed activities, referenced within the module, and appropriate to the various areas of content.

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

Participants will work on the FDLRS website and participant in a variety of online learning activities.

IMPLEMENTATION/MONITORING PROCEDURES:

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):

Following successful completion of the module, participants must complete <u>one</u> of the follow-up activity options. The three options are outlined in detail in the module. Option A: Instructional Plan and Reflection – suggested for classroom teachers. Option B: Action Plan to Support Teachers – suggested for educators who supervise classroom teachers or instructional support teachers or for coaches who work directly with classroom teachers. Option C: Application of Module Content and Resources– suggested for educators not working directly with students.

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

Support will be provided by the facilitator via email and in person. Verification of completed follow-up activities by the participants' supervisor is required in order for a district to award 20 in-service points. Each district is responsible to ascertain if the content of this module satisfies the content requirements for students with disabilities credit. In-service points are awarded by the school districts through their Master In-service Plan.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: C: Portfolio of student work

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

   o **Specific Learner Objectives?**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content.

   o **Increasing Educator Knowledge?**

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate.

   o **Changing Educator Practice?**

Participants will demonstrate continued implementation and application of knowledge learned from this module via classroom related investigation/activities, e-mail with facilitator and group meetings. Participants will be provided with access to additional professional development opportunities that build upon the content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

   o **Improving Student Outcomes?**

Student test scores and success in the classroom will be a basis for improved student outcomes.

Date approved: 07/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: Methods and Trends in Communication Disorders

COMPONENT NUMBER: 2-103-003

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Procedural/Legal Requirements (100)
> Local Sequence Number(s): (003)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide training for personnel in the Speech/Language/Hearing program on current issues of concern in the field of communication disorders. Upon successful completion of the component, participants will be able to plan and implement therapy/instruction incorporating current research and best practices in the field of communication disorders.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify changes in state laws affecting speech and language eligibility.
2. Identify district policy and procedural changes.
3. Identify and develop procedures for evaluation variables for special populations.
4. Demonstrate skill in completing Speech/language required legal paperwork.
5. Identify, adapt, and implement research applicable to motivating reluctant learners.
6. Discuss research implications for strategic skill acquisition to foster independent learning.
    Present and discuss current research, e.g., techniques of remediation and diagnosis; theory as related to remediation
7. and diagnosis.
8. Disseminate information obtained through conferences and graduate classes, such as "Working with the Experts."
9. Apply current research findings to the development of curriculum.
10. Identify and list remediation and evaluation techniques for articulation, language, fluency, voice and oral-peripheral.
11. Supply therapy materials, games, and other manipulative teaching aids to be used in therapy via "make and take" sessions.
12. Plan appropriate usage of computers in the speech/language rehabilitation process.
13. Explain current audiological practices in screening infants, school age children and adults suspected of a hearing impairment.
14. Demonstrate appropriate therapy techniques for audiologically impaired students.
15. List techniques for enhancing oral expression skills in the classroom setting.
16. Discuss recent developments in aphasia therapy, including reception-comprehension, expressive language, reading, writing, and attention.
17. Explain statewide eligibility criteria and necessary state required documentation.
18. Review professional ethics in the Speech/Language pathology field.
19. Design school-based Speech/Language inservice for parents and teachers.
20. Explore the parent-clinician relationship in fostering generalization of speech and language skills.
21. Develop follow-up research criteria to determine effectiveness of Speech/language program.
22. Discuss strategies for appropriate grouping of therapy students.
23. Explain the relationship of oral language disorders to academic performance.
24. Differentiate between language learning disabilities and specific learning disabilities, and implications for therapy.
25. Develop a language-stimulation program based on current research for use at home and in the classroom.
26. Analyze selected auditory processing tests in order to determine modality channels of input-/output utilized by the child.
27. Analyze unique speech/language tests to determine validity of measurement.

28. Develop a comprehensive curriculum to parallel with newly designed computer goals.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012

Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: Adaptive Physical Education

COMPONENT NUMBER: 2-105-010

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Curriculum for students with disabilities (105)
> Local Sequence Number(s): (010)

POINTS TO BE EARNED: **15 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide training in appropriate curriculum, teaching methods, and current issues of concern in the field of physical education to all personnel responsible for providing ESE physical education instruction. Upon successful completion of the component, participants will be able to adapt/implement curriculum designed to maximize the physical abilities of ESE students, following state, local, and legal guidelines.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate knowledge of the philosophy and goals of adaptive physical education.
2. Present and discuss current research in all areas of adaptive physical education.
3. Demonstrate knowledge of physical education mainstreaming techniques for exceptional students.
4. Explain legal responsibilities incumbent upon the physical education teacher of the exceptional students.
5. Develop/adapt a comprehensive curriculum designed to meet the needs of physically impaired, mentally handicapped, visually impaired/blind, and hearing impaired/deaf students.
6. List and explain strategies for implementation of adaptive programming at the elementary, middle, and high school levels.
7. Develop professional resources for use with specified exceptional populations.

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

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

Knowledgeable consultant(s) will train personnel in both classroom and playground settings, ensuring that each has ample practice in implementing and manipulating curriculum to meet the needs of exceptional physical education students.

- **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 the 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:**

  - **Specific Learner Objectives?**

The ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: SB1108 College Coursework-Content

COMPONENT NUMBER: 2-105-011

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Curriculum for students with disabilities (105)
> Local Sequence Number(s): (011)

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 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 course 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:**

    o **Specific Learner Objectives?**

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

- o **Increasing Educator Knowledge?**

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

- o **Changing Educator Practice?**

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

- o **Improving Student Outcomes?**

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

Date approved: 7/2015
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

ESE: SB1108 College Coursework: Generic

COMPONENT NUMBER: 2-105-012

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Curriculum for students with disabilities (105)
> Local Sequence Number(s): (012)

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 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 course 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.

     o   **Increasing Educator Knowledge?**

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

     o   **Changing Educator Practice?**

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

     o   **Improving Student Outcomes?**

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

Date approved: 7/2015
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (Update to new format)

Gifted: Instructional Strategies for the Gifted Classroom

COMPONENT NUMBER: 2-106-006
    Function: Instructional Strategies (2)
    Focus Area: Gifted and Talented (106)
    Local Sequence Number(s): 006

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:
The purpose of this training is to provide teachers of gifted students an opportunity to develop and/or enhance their knowledge and methodologies of gifted education. The trainings will focus on effective instructional strategies and activities that will support gifted educators in their role to engage and challenge gifted students in the classroom.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Implement strategies presented in the training in the gifted classroom.
2. Understand the importance of keeping gifted students engaged in learning.
3. Utilize differentiated strategies for learning in the gifted classroom.
4. Become familiar with the social and emotional needs of gifted students.
5. Apply strategies to help gifted students cope with social and emotional needs.
6. Implement strategies that will promote critical thinking and reasoning abilities in gifted students.
7. Facilitate opportunities for learning with depth and complexity in the gifted classroom.
8. Demonstrate the ability to collaborate with other gifted teachers and general education teachers.
9. Understand the benefits of project based and problem-based learning and implement in the gifted classroom.
10. Foster a growth mindset in gifted students.

LEARNING PROCEDURES (Methods):
  I: Job Embedded Workshop
  D: Learning Community/Lesson Study Group
  B: Electronic, Interactive

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

Participants will hear from district, state, and national experts in the field of gifted. They will participate in job-embedded activities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning opportunity.

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

This training will be provided as a face to face, job embedded workshop. Online learning and collaboration of teams may also be offered.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant Product Related to Training
  T: Evaluation of Practice Indicators

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

Participant reflection will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day.

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

School administrators will routinely monitor the participant's use of the new knowledge while conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in Instructional or Learning Environment
   Student D: Observation of Student Performance

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

  - **Specific Learner Objectives?**

The ESE Program 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.

  o **Changing Educator Practice?**

Participants will use multiple measures to determine changes in professional practice as a result of participating in this training. These measures will include teacher reflection on instructional practices related to the skills learned in this training and changes in student performance, administrative observations, and collaboration with team.

  o **Improving Student Outcomes?**

Participants will use multiple measures to determine changes in student performance as a result of participating in this training. These measures will include teacher reflection on instructional practices related to the skills learned in this training and changes in student performance, administrative observations, and collaboration with team.

Date approved: 07/2018
Department: ESE: Gifted
Name(s) of Component Author(s): Krista Mitchell, Marianne Robey
Revision Date: 6/2019 (Update to new format)

ESE: Gifted Practices for Dual Exceptionalities

COMPONENT NUMBER: 2-106-007

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Gifted and Talented (106)
> Local Sequence Number(s): (007)

POINTS TO BE EARNED: **20 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide training in current issues relevant to teachers of gifted students with dual exceptionalities. Upon successful completion, participants will be able to develop appropriate programs for gifted students with dual exceptionalities incorporating current research in best practices.

SPECIFIC LEARNER OBJECTIVES:

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

1. Understand and implement effective classroom management strategies for a gifted classroom with gifted students who have dual exceptionalities.
2. Understand and implement effective classroom management strategies for a gifted classroom with students with ADHD.
3. Understand and implement effective classroom management strategies for a gifted classroom with students who are Deaf or Hard of Hearing (D/HH).
4. Understand and implement effective classroom management strategies for a gifted classroom with students with ASD eligibility.
5. Understand and implement effective classroom management strategies for a gifted classroom with students with a Speech/Language IEP.
6. Understand and implement effective classroom management strategies for a gifted classroom with students with a Visually Impaired IEP.
7. Understand and implement effective classroom management strategies for a gifted classroom with students who are diagnosed on the Autism Spectrum.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Workforce: Culinary, Food Production and Nutrition Education

COMPONENT NUMBER: 2-204-001

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Health Science Education (204)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide training in the knowledge and skills of nutrition, equipment, organization, management, food storage, and governmental regulations which will assist participants in the performance of duties. Upon successful completion of the component, all participants will be able to implement newly acquired skills in their work roles.

SPECIFIC LEARNER OBJECTIVES:
1. Discuss the influence of nutrition on the body and the body's functions.
2. Demonstrate knowledge of nutrition to plan and prepare meals to meet acceptable standards.
3. List techniques of preparing tasty and attractive meals.
4. Describe proper storage techniques for foods, supplies, and equipment.
5. Demonstrate knowledge of the latest equipment available for good preparation.
6. Describe the proper use and care of equipment present in the classroom, lab or kitchen.
7. Discuss organizational and time management skills to make efficient use of personnel and time during preparation, service, and clean up.
8. Discuss new regulations affecting the production of food service.
9. Specify the importance of good interpersonal relations skills in the role of food service activities.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition

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

Activities will be designed to achieve the specific objectives listed above. These activities may include, but will not be limited to, visiting work locations, demonstrations, discussions, and shadowing.

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

Workshops, group study, conferences, seminars, demonstrations, and/or college coursework will provide opportunities for the participants to receive needed training experience.

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):

Click here to enter text.

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

Click here to enter text.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: F: Other performance assessment(s)

- **What criteria will be used to evaluate the impact of the component on:**
    - **Specific Learner Objectives?**

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

    - **Increasing Educator Knowledge?**

Participants will participant in activities, quizzes and reflective collaboration to show the instructor their level of understanding of the material covered.

    - **Changing Educator Practice?**

Participants will be asked to keep portfolios of lesson plans, reflection and collaborative work with other teachers. Teachers may be observed by their administrator to validate change in educator practice.

    - **Improving Student Outcomes?**

Teachers will use student performance on industry certifications as a means of student assessment data.

Date approved: Click here to enter text.
Department: Workforce Education
Name(s) of Component Author(s): Charlin Knight
Revision Date: July 26, 2019

Workforce: Educators in the Workplace

COMPONENT NUMBER: 2-211-001

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Career and Technical Education, Unclassified (211)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: **120 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide CTE educators with a current and first-hand knowledge in order to better serve their students' career development. Upon successful completion of the component, participants will be able to develop and revise curricula and counseling services that are relevant to the real world of work.

SPECIFIC LEARNER OBJECTIVES:
1. Identify the priority study and/or on-the-job implementation outcomes.
   Identify regional career opportunities, including educational and skill requirements.
2. Explore modern technology in the workplace.
3. Explore technology's impact on the changing labor market.
4. Observe educational and training programs offered in the workplace.
5. Identify effective methods used in the workplace which will assist students in their career development and job placement.
6. Discuss techniques used to benefit students in their career development and job placement.
7. Identify additional career development strategies in meeting the needs of special populations.
8. Discuss business and industry's needs for workplace ethics and team work and how they relate to the classroom.
9. Experience Areal world' on-site work location visits.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition

- **WHAT** will occur during this professional development component delivery?
Activities will be designed to achieve the specific objectives listed above. These activities may include, but will not be limited to, visiting a real world on-site work locations, demonstrations, discussions, and work shadowing.

- **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 the 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):
Click here to enter text.

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

IMPACT EVALUATION PROCEDURES:
  Staff: A: Changes in instructional or learning environment practices

Student: F: Other performance assessment(s)

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

    o **Specific Learner Objectives?**

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

    o **Increasing Educator Knowledge?**

Participants will participant in activities, quizzes and reflective collaboration to show the instructor their level of understanding of the material covered.

    o **Changing Educator Practice?**

Participants will be asked to keep portfolios of lesson plans, reflection and collaborative work with other teachers. Teachers may be observed by their administrator to validate change in educator practice.

    o **Improving Student Outcomes?**

Teachers will use student performance on industry certifications as a means of student assessment data.

Date approved: 7/2012
Department: Workforce Education
Name(s) of Component Author(s): Charlin Knight
Revision Date: 7/2019 (update to new format)

Continuous Improvement: Data Analysis

COMPONENT NUMBER: 4-401-007

> Function: Assessment and Data Analysis/Problem Solving (4)
> Focus Area: Assessment/Student Appraisal (401)
> Local Sequence Number(s): (007)

POINTS TO BE EARNED: 75 maximum points per year

DESCRIPTION:

The purpose of this component is to provide the opportunity for the district and schools to hold a variety of planned school improvement inservice activities for their faculties/staffs throughout the course of a year. Through this process, teachers will align curriculum and assessment practices and activities to the Florida State Standards, analyze data from a variety of classroom and standardized tests, and use the results of the data analysis to enhance their instructional practices to improve student achievement. Upon successful completion of the component, participants will be able to demonstrate increased knowledge in topics covered.

SPECIFIC LEARNER OBJECTIVES:

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

1. Understand basic assessment terminology encountered when discussing classroom assessment.
2. Understand the Florida State Standards and grade level expectations.
3. Analyze district-wide benchmark assessments, the Florida State Assessment (FSA) and End of Course exam results for individual students and subgroups and classrooms.
4. Analyze individual, classroom, grade level and subgroup data.
5. Utilize an achievement management system to access formal assessment data.
6. Utilizing classroom-level data, build conclusions about the rigor and instruction for Tier 1.
7. Utilizing district-level and state assessment data, build conclusions about student achievement, gains for all students and the lowest 25% and all other relevant school grade components.
8. Examine why students did/did not perform well on specific assessments.
9. Analyze and be able to use assessment data for formative and summative purposes.
10. Based upon data analysis, reflect and adjust grading practices.
11. Based upon data analysis, align Florida State Standards to classroom instruction, establish strategies for classroom decision-making, and determine how students perform on formal assessments.
12. Implement team-building strategies to assist teachers in analyzing data for the purpose of making curriculum changes for continuous student improvement.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition

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

Participants will be involved in training activities that include a review of current research, practices, programs, policies, and resource materials, and sharing ideas.

- **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, online experiences, group discussions, demonstrations, workshops, collaborative and cooperative hands-on activities, materials review and laboratory activities designed to meet the 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):

Collaborative planning – monitoring, and feedback related to targeted professional learning

Sharing knowledge with peers

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
  Learning communities or other properly implemented team learning practices focused on job-embedded learning supported by colleagues.

  Feedback from administrators.

IMPACT EVALUATION PROCEDURES:
  Staff: A: Changes in instructional or learning environment practices
  Student: D: Observation of student performance

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

  o **Specific Learner Objectives?**
Participants will apply information learned as it specifically relates to their role for analyzing data.

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities and documented observation by administrators.

  o **Increasing Educator Knowledge?**
Participants will participate in trainings, workshops, meetings activities, quizzes, reflective collaboration and discussions to gain knowledge that will directly impact school and student performance.

  o **Changing Educator Practice?**
Participants will engage in learning opportunities that directly impact professional development.

Participants will be asked to reflect and make decisions based upon acquired knowledge of the subject. Observations, school visits and analysis of reports by administrators will validate change in participant practices.

  o **Improving Student Outcomes?**
The goal of this component is to have a positive and direct impact on student learning as measured by state and district standardized assessments.

Date approved: 7/2012
Department: Continuous Improvement
Name(s) of Component Author(s): Sharon Patrick
Revision Date: 08/2019

Behavior: Non-Violent Intervention CPI

COMPONENT NUMBER: 5-404-004

> Function: Classroom Management (5)
> Focus Area: Classroom Management and Organization/Learning Environments (404)
> Local Sequence Number(s): (004)

POINTS TO BE EARNED: **20 maximum points per year**
DESCRIPTION:
The purpose of this component is to train personnel in a program developed by the national Crisis intervention Institute focusing on crisis prevention/intervention/management of disruptive, assaultive, and out-of-control behavior.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Define non-violent physical crisis intervention.
2. List and define the two forms of aggressive behavior.
3. List and explain the four levels of crisis development and corresponding staff attitudes.
4. Define and demonstrate the supportive staff response.
5. Define and demonstrate proxemics and kinesics.
6. Define and demonstrate nonverbal, paraverbal, and verbal intervention skills.
7. Define and demonstrate the following methods of non-violent physical restraints:
   -child control position   -hair pull releases
   -team control position   -front and back choke releases
   -transport technique   -bite release
   -interim control position   -kick block
   -one/two handed wrist grab releases
8. Explain the concept of Team Intervention: purpose, scope, and duties of individual members.
9. How to establish Therapeutic Rapport.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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:**

  - **Specific Learner Objectives?**

The ESE Program 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.

Date approved: 7/2012
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Classroom Management Strategies

COMPONENT NUMBER: 5-404-005
  Function: Classroom Management (5)
  Focus Area: Classroom Management and Organization (404)
  Local Sequence Number(s): 005
POINTS TO BE EARNED: **120 maximum points per year**

DESCRIPTION:

Participants will explore the many facets of effective classroom management and the research-based strategies suggested by Robert Marzano and other researchers. Participants will dig down into the finer areas of classroom management to understand what makes a program effective. Participants will design and implement classroom management strategies and reflect on student impact.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Understand the critical role of classroom management by looking at research.
2. Learn the difference between rules and procedures as well as how to design and implement their own rules and procedures. A special focus will be on the following areas: general classroom behavior; beginning and ending the period or day; transitions and interruptions; use of materials and equipment; group work; seat work and teacher-led activities
3. Recognize how disciplinary interventions impact student behaviors and performance. Specific areas that will be address are: teacher reaction; tangible rewards; impact and contingencies
4. Consider how teacher-student relationships affect classroom management strategies. Personal interest, being equable and responding affirmatively to questions as well as being aware of the needs of different types of students are all critical parts of the teacher-student relationship.
5. Realize that a teacher's ability to exhibit "withitness" and emotional objectivity will be important in effective classroom management.
6. Understand that students have a responsibility and a role to play in effective classroom management.
7. Build, implement and sustain an effective classroom management system by learning classroom organizational techniques for the beginning of the year.
8. Reflect on how the school can impact their classroom management strategies and organization.

LEARNING PROCEDURES (Methods):

  B: Electronic: Interactive
  G: Structured Coaching/Mentoring
  I: Job Embedded

*   **WHAT** will occur during this professional development component delivery?
Participants will explore resources on effective classroom management and complete at least 80% of the training material. Participants will participant in job-embedded activities to deepen knowledge, engage in self-reflection of their current practices and new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning activity.

*   **HOW** will the experiences be provided to participants during this delivery?
This training will be provided primarily as an online learning opportunity to provide the teacher flexibility in their scheduling of courses. Smaller online, face-to-face and coaching opportunities will also be available for those who wish to take a deeper dive into the content or need to focus on a specific component of classroom management.

IMPLEMENTATION/MONITORING PROCEDURES:

   M: Structured Coaching and Mentoring
   P: Participant Product related to training
   T: Evaluation of Practice Indicators

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

Participant product related to training will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into their school day. In addition, school administrators will routinely observe through observations and may look for new techniques in specific areas of classroom management.

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

District coaches/mentors will follow-up with participants to provide support and guidance during implementation.

IMPACT EVALUATION PROCEDURES:
   Staff (Select most appropriate)
   A: Changes in instructional or learning environment practices
   F: Changes in observed educator proficiency in implementing targeted state standards or initiatives

   Student (Select most appropriate)
   D: Observation of student performance
   F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

- **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.

Date approved: 7/2018
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey, Mike Thorpe
Revision Date: 8/2019 (update to new format)

Library Media: Conferences and Webinars

COMPONENT NUMBER: 2-407-012

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Media Services (407)
> Local Sequence Number(s): (012)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide an opportunity for participants to generate new interests and increased knowledge and skills in current topics in the field of library/media services. Upon successful completion of the component, participants will be able to implement appropriate knowledge and skills gained in their roles as educators.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate increased knowledge and/or skills in a specific topic of current interest in the field of library/media services.
2. Specify the importance of the application of the knowledge and skills gained to their job responsibilities.
3. Identify ways their new knowledge and skills may be applied in their work setting.
4. Use the knowledge and skills gained in their work.
5. Plan for the development and/or accumulation of appropriate job-related materials pertaining to the topic.
6. Conduct mini-workshop training for the benefit of colleagues not participating in the primary training event.

LEARNING PROCEDURES (Methods):
> **A: Knowledge Acquisition Workshop**
> **I: Job-Embedded Workshop**
> **B: Electronic: Interactive**
> **C: Electronic: Non-Interactive**

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

The design of activities will be sufficiently flexible so a variety of activities of various lengths can be selected. Other workshop activities will include current research practices, programs, and resource materials, and a drop-in center designed for sharing ideas.

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

Activities may include, but will not be limited to, participation in workshops sponsored by FAME/DOE/SOLINET/ALA/PLAN or lectures, discussions, and other activities designed to meet specific objectives outlined above.

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.

Date approved: 7/2012
Department: OPL
Name(s) of Component Author(s): Natasha Godwin
Revision Date: 8/2019 (update new format)

Library Media: Update

COMPONENT NUMBER: 2-407-013

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Media Services (407)
> Local Sequence Number(s): (013)

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

DESCRIPTION:

The purpose of this component is to provide inservice opportunities for media specialists in order to keep them up to date on the latest local, state, and national trends and issues. Upon successful completion of the component, participants will be able to carry out their job responsibilities more efficiently and effectively.

SPECIFIC LEARNER OBJECTIVES:

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

1. Specify local and/or state policies, rules, and procedures related to library, media, ITV, and other services they provide.
2. Discuss current trends in library media services.
3. Address strategies for dealing with current issues individually or in groups.
4. Specify information regarding SACS guidelines and rules.
5. Implement procedures designed to update or improve library media services.
6. Solve problems related to media services.
7. Plan improved methods for delivering library media services.
8. Use date to develop reports that will help communicated library media issues to school system employees and/or others.
9. Stay abreast of the latest information regarding copyright, censorship, weeding, automation, and other pertinent topics related to library media services.
10. Network with other media specialist in order to profit from each other's knowledge, skills, and experiences.
11. Evaluate current programs operations and procedures.
12. Demonstrate increased skills, knowledge and/or abilities in specified areas of library media services.

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

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

Activities will be designed to accomplish the specific objectives listed above. They may include, but will not be limited to, lectures, demonstrations, observations, and hands-on activities.

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

Activities will be designed to accomplish the specific objectives listed above. They may include, but will not be limited to, lectures, demonstrations, observations, and hands-on activities.

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:**

  - **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.

Date approved: 7/2012
Department: OPL
Name(s) of Component Author(s): Natasha Godwin
Revision Date: 8/2019 (update new format)

Trainer Training

COMPONENT NUMBER: 2-408-002

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (002)

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

DESCRIPTION:

The purpose of this component is to provide opportunities for qualified individuals to receive trainer training in an appropriate content or technical skills area in order to conduct workshops sponsored through the Santa Rosa Office of Professional Learning. Upon successful completion of the component, participants will be able to design, conduct, and evaluate a specific training event.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.
1. Discuss the latest instructional trends and professional learning designs and how to incorporate the two
2. Discuss laws, rules, and/or policies that pertain professional learning
3. Demonstrate teaching methodology techniques suitable for adult learners
4. Relate names of agencies and organizations that are responsible for monitoring professional learning in the State of Florida.
5. List strategies for integrating and/or coordinating the learning designs with other disciplines, subjects, or technical skills areas.
6. Develop appropriate instructional materials related to the adult learner
7. Design appropriate evaluative methods for assessing learners
8. Conduct appropriate needs assessments in order to determine participants' needs
9. Use communication skills to promote discussion about instruction.

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, visitations to other trainings or schools, individual research, demonstrations and presentations.

- **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 the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
> **P: Participant product related to training**
>   **O: Collaborative Planning**

- **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 B: Changes in instructional leadership or faculty development practices
    Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

- **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?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component.

Date approved: 7/2012
Department: OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Educator "Swap Shop"

COMPONENT NUMBER: 2-408-027

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (027)

POINTS TO BE EARNED: **30 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide an opportunity for participants with job-alike responsibilities to meet on a regular basis to share ideas for the improvement of education. Upon successful completion, participants will have accumulated a selection of new ideas for use in their jobs.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Present a minimum of three innovative ideas they have used in their own work setting to other workshop participants.
2. Write a brief synopsis of each idea (in #1 above) for publication in a format to be distributed district-wide.
3. List and describe a minimum of ten innovative ideas new to them for use in their work settings.
4. Discuss a procedure for implementing each of the ideas in their work settings.

LEARNING PROCEDURES (Methods):
> **I: Job-Embedded Workshop**

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

Activities will be conducted in a regular workshop setting held periodically (monthly, quarterly, etc.) during the school year, usually for an area of the district.

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

A consultant will facilitate the training for each session by contacting pre-registrants prior to each session in order to coordinate a planned agenda and help arrange for needed material and equipment.

IMPLEMENTATION/MONITORING PROCEDURES:
>   **O: Collaborative Planning**

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

Click here to enter text.

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

After each work/sharing session, the consultant will be in charge of publishing the ideas in a newsletter or similar format and disseminating them in sufficient quantities for the appropriate constituency.

IMPACT EVALUATION PROCEDURES:
>   **Staff   A: Changes in instructional or learning environment**
>   **Student D: Observation of student performance**

- **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.

- **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.

Date approved: 7/2012

Department: Office of Professional Learning

Name(s) of Component Author(s): Michael Knowlton, Marianne Robey

Revision Date: 7/2019 (updated to new format)

Math/Science: Flight Adventure Deck

COMPONENT NUMBER: 2-408-029

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (029)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:
The purpose of this component is to increase the knowledge and skills of the participants in the field of flight. Upon successful completion of the component, all participants will have a basic knowledge of the history of flight, atmosphere and gravity, buoyancy, aerodynamics and power as they relate to flight.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Identify the four forces on a plane - lift, drag, thrust, and weight.
2. Explain and demonstrate Bernoulli's principle.
3. Discuss and demonstrate the differences between weight and mass.
4. Explain and demonstrate Newton's first, second, and third laws of motion.
5. Explain and demonstrate acceleration due to gravity.
6. Explain and demonstrate the fact that air is matter.
7. Identify the major parts of an aircraft (envelope, gondola, burner, fuselage, wing, horizontal stabilizer, vertical stabilizer, propeller or jet intake and tail pipe, cockpit, flaps, ailerons, rudder, elevators, trim tabs, landing gear).
8. Identify the parts of an airfoil - leading and trailing edge,   Chord and wing chamber.
9. Explain how the flaps, ailerons, rudder, and elevators affect the direction of an aircraft.
10. Explain the terms: starboard, port, forward, aft, roll, pitch, and yaw as they are used in flight.
11. Explain buoyancy and how it relates to lighter than air flight.
12. Identify the basic structures of reciprocating engines and how they function.
13. Identify the basic structures of turbine engines and how they function.
14. List the main physiological effects that result from temperature, oxygen concentration, pressure, and
15. gravitational or acceleration forces.
16. Discuss the differences between a blackout and redout as they relate to flight and positive and negative "g" forces.
17. Discuss the differences between positive and negative "g" forces.
18. Explain the terms: angle of elevation, anthropometry, aspect ratio, biosphere, camber ratio, confidence, glide ratio, inclinometer, maximum camber, physiology and troposphere.

LEARNING PROCEDURES (Methods):
 A: Knowledge Acquisition: Workshop

- **WHAT** will occur during this professional development component delivery?
Participants will study the objectives outlined above while touring Flight Adventure Deck (FAD), an aviation educational program at NAS Pensacola, in preparation to facilitate instruction regarding this content prior to conducting student fields trips to FAD.

- **HOW** will the experiences be provided to participants during this delivery?
Participants will tour and engage with state-of-the-art museum exhibits that allow students and teachers to engage hands-on with many of the objectives listed above.

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 return to their classrooms and will implement an established curriculum to prepare students for their FAD field trip by reviewing the concepts of flight. At the conclusion of the field trip, participants will guide students to analyze data collected at FAD and derive conclusions on its meaning withing the context of flight.

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

Facilitator will be available to provide continued support for participants as they conduct lessons and assessments for students that attend the program.

IMPACT EVALUATION PROCEDURES:
  Staff D: Observation of student performance.
  Student F: Changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

  - **Specific Learner Objectives?**

Participant's ability to implement effective mathematics and science instruction related to FAD objectives as measured by state and local assessments.

  - **Increasing Educator Knowledge?**

Participant's ability to implement effective mathematics and science instruction related to FAD objectives as measured by state and local assessments.

  - **Changing Educator Practice?**

Participant's ability to implement effective mathematics and science instruction related to FAD objectives as measured by state and local assessments.

  - **Improving Student Outcomes?**

Participant's ability to implement effective mathematics and science instruction related to FAD objectives as measured by state and local assessments.

Date approved: 7/2012
Department: Math/Science
Name(s) of Component Author(s): Jeff Baugus
Revision Date: 8/7/2019 (update to new format)

Integrated Services

COMPONENT NUMBER: 2-408-030

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (030)

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

DESCRIPTION:

The purpose of this component is to introduce and develop the concepts and skills that relate to Integrated Services for student services, administrative and instructional personnel. Upon successful completion of the component, participants will be able to define and explain the Integrated Services concept, identify student needs, access the current service delivery system, plan system interventions, transition to an Integrated Delivery System, implement the system, monitor the system and evaluate student outcomes.

SPECIFIC LEARNER OBJECTIVES:

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

1. Define and explain the Integrated Services concept.
2. Define and explain the Integrated Services standards of delivery.
3. Identify student needs as a means to understand student needs and develop outcomes.
4. Identify risk and resiliency factors in the family and community that affect student needs.
5. Identify data sources which support understanding of students needs.
6. Demonstrate the skills of team-building and problem-solving by working as a group to identify targeted needs to be addressed by the integrated teams.
7. Determine outcomes that demonstrate students' needs being met.
8. Assess the current system as a way to understand the concept of quality improvement and teach skills for assessing programs.
9. Identify school/district risk, resiliency factors that impact programs, staff, students, and families.
10. Introduce and familiarize the five domains included in an integrated services system.
11. Conduct initial assessment of the quality of services related to the five domains.
12. Understand the areas of strength and gaps that will act as the foundation for the Integrated Services Model.
13. Plan the system interventions as a means to establish actions, in terms of the five domains, to achieve desired outcomes and impact the needs of students.
14. Design interventions for students support service programs based on: needs, outcomes, domains, and risk and resiliency factors in family and community.
15. Transition to an Integrated Delivery System as a means to develop a collaborative partnership within integrated service teams.
16. Identify the essential components of collaboration.
17. Demonstrate collaboration and team building skills to develop intervention actions.
18. Identify roles and responsibilities for planning, implementing, and monitoring integrated services.
19. Identify elements of transition into an Integrated Services Model.
20. Implement the Integrated Services System as a means to plan for implementation at three levels of intervention.
21. Increase collaboration through coordinated planning and program development.
22. Coordinate service interventions and programs at three levels of intervention.
23. Monitor the System as a means to establish a plan and system for monitoring the action plan on regular basis.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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.

Date approved: 7/2012

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Action Research Projects

COMPONENT NUMBER: 2-408-031
    Function: Instructional Methodology/ Faculty Development (2)
    Focus Area: Instructional Strategies (408)
    Local Sequence Number(s): (031)

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

DESCRIPTION:

Participants will use the defined plan of study known as Action Research to identify a classroom problem and formulate research-based strategies that address the problem. Participants will collect data throughout the project as they implement and reflect on the strategies identified. Participants will record and reflect on the resulting changes in student performance based on the strategies used during this action research project. Upon successful completion of this component, participants will be able to discuss initial data and strategies implemented to relate the outcome data to the impact on student performance.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Identify targeted group(s) of students for Action Research.
2. Develop a plan to improve student achievement in the classroom using research-based strategies.
3. Implement the plan.
4. Observe and describe the effects of the plan, documenting the effects on student performance.
5. Utilize multiple sources of data such as journals, lesson plans, examples of student work, and checklists.
6. Engage in personal reflections about the plan, its implementation, teacher behaviors, student behaviors, the effect or lack of effect on students.
7. Share results in a learning community, collaborative team or grade level.

LEARNING PROCEDURES (Methods):

    Letter: F: Independent Inquiry

- **WHAT** will occur during this professional development component delivery?
The Action Research will be under the direction of a district or school administrator. The participants will purposefully work through the Action Research steps and documents provided by the district to ensure accurate completion of all steps necessary in Action Research. Participants will engage in self-reflection throughout the entire process and report their results to their administrator as well as a group of peers.

- **HOW** will the experiences be provided to participants during this delivery?
Action Research is done independently or in small groups based on the need. This opportunity if provided throughout the school year as an on-demand learning opportunity.

IMPLEMENTATION/MONITORING PROCEDURES:

    Letter: N: Independent Learning/Action Research

The Action Research process is a defined plan of study that identifies a classroom problem and explores solutions. Individuals use this process when it meets their learning needs to research and solve classroom concerns. Participants Upon completion, participants will share their findings with their peers.

IMPACT EVALUATION PROCEDURES:
   Staff (Select most appropriate)
   A: Changes in instructional of learning environment practices
   B: Changes in instructional leadership or faculty development practices

   Student (Select most appropriate)
   A: Results of state or district developed/standardized student growth measure(s)
   B: Results of school/teacher-constructed student growth measure(s) that track student progress
   C: Portfolios of student work
   D: Observation of student performance
   F: Other performance assessment(s) that reveal impact on students including learning objectives and behavior growth

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

   o **Specific Learner Objectives?**

Participants will participate in an online course which provides the appropriate steps and procedures for teachers to follow to create a well-planned and meaningful Action Research project.

   o **Increasing Educator Knowledge?**

Throughout the course of the online Action Research course format, there are quizzes that help determine if teachers are understanding the processes and procedures associated with Action Research so that their project will be done with fidelity.

   o **Changing Educator Practice?**

Participants will use multiple measures to determine changes in professional practice as a result of engaging in Action Research. These measures will include documentation of changes in instructional practices related to the focus areas.

   o **Improving Student Outcomes?**

Participants may also use multiple measures to determine changes in professional practice to support changes in student performance as a result of engaging in Action Research. These measures will include documentation of changes in instructional practices related to the focus areas and changes in student performance.

Results from the following may be used as evidence:
   ✓ school/teacher-constructed student growth measures
   ✓ state or district-developed/standardized student growth measure(s)
   ✓ observation of student performance
   ✓ review of portfolios of student work
   ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

Date approved: July, 2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: June 17, 2019 (update format to HQMIP)

Mentoring/Coaching

COMPONENT NUMBER: 2-408-034

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (034)

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

DESCRIPTION:

The general objective of this component is to provide district program mentors and coaches opportunities to document inservice points for their expertise in providing mentoring and coaching beyond the contracted day.

SPECIFIC LEARNER OBJECTIVES:

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

1. Implement effective classroom management, organization, and time management strategies.
2. Use communication skills to promote discussion about instruction.
3. Implement school and district policies and procedures.
4. Implement Sunshine State Standards and instructional strategies.
5. Implement short and long range planning.
6. Demonstrate teaching methodology techniques suited for the identified area of need.
7. Implement best practices for setting up a classroom and effective teaching strategies.
8. Implement continuous data analysis and progress monitoring of student work.
9. Effectively discuss certification needs and timelines for completion.
10. Implement effective parent communication techniques.
11. Conduct curriculum and or program evaluations to determine needed instructional strategies.
12. Effectively collaborate with administrators about teacher needs and progress.

LEARNING PROCEDURES (Methods):
   G: Structured Coaching/Mentoring

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

District coaches and mentors will provide one-to-one or small group coaching and mentoring sessions to new and struggling teachers.

- **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 reflection, collaboration and demonstration/modeling.

IMPLEMENTATION/MONITORING PROCEDURES:
   M: Structured Coaching/Mentoring

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

Collaboration, reflection, on the job modeling and demonstrations will be a few of the follow-up activities mentors provide.

- **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

- **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.

Date approved: 7/2012
Department: OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Standards Based Curriculum, Assessment, and Instruction

COMPONENT NUMBER: 2-408-035

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (035)

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

DESCRIPTION:

The general objective of this component is to improve student achievement. This will be accomplished by enhancing teacher knowledge and skills in standards-based curriculum, assessment, and instruction.

SPECIFIC LEARNER OBJECTIVES:

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

1. Recognize and understand the requirements of the Florida state adopted standards.
2. Plan and develop instruction aligned to the Florida state adopted standards.
3. Demonstrate an understanding of common vocabulary associated with assessments such as formative, summative, performance tasks, rubrics, distracters, item difficulty, and cognitive complexity.
4. Demonstrate an understanding of best practices in curriculum, instruction, and assessment.
5. Create formative assessments aligned to state adopted standards and district curriculum.
6. Create summative assessments aligned to state adopted standards and district curriculum.
7. Integrate instructional technology in content specific curriculum.
8. Embed content specific literacy standards into curriculum.
9. Differentiate instruction and assessment as appropriate for each student including ESE and ELL.
10. Determine sequence of instruction and assessment to ensure student mastery of state adopted standards.
11. Select appropriate resources to enhance standards-based instruction and assessment.
12. Use district adopted curriculum materials and assessment tools.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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.

Date approved: 7/2012

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Integrated Services: Addressing Poverty

COMPONENT NUMBER: 2-408-038

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (038)

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

DESCRIPTION:

The purpose of this component is to introduce and develop the concepts and skills that relate to meeting the needs of students in poverty for student services, administrative, instructional personnel and staff. Upon successful completion of the component, participants will be able to define and explain the Integrated Services concept, identify needs of students in poverty, access the current service delivery system, plan system interventions, transition to an Integrated Delivery System, implement the system, monitor the system and evaluate student outcomes.

SPECIFIC LEARNER OBJECTIVES:

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

1. Define and explain the needs and effective strategies of economically disadvantaged students.
2. Identify student needs as a means to understand student needs and develop outcomes.
3. Identify risk and resiliency factors in the family and community that affect student needs.
4. Identify data sources which support understanding of students needs.
5. Demonstrate the skills of team-building and problem-solving by working as a group to identify targeted needs to be addressed by the schools who serve economically disadvantaged students.
6. Determine outcomes that demonstrate students' needs being met.
7. Assess the current system as a way to understand the concept of quality improvement and teach skills for assessing programs.
8. Identify school/district risk, resiliency factors that impact programs, staff, students, and families.
9. Introduce and familiarize the eleven resources required for self-sufficiency.
10. Understand the areas of strength and gaps that will act as the foundation for support services for economically disadvantaged students.
11. Plan the system interventions as a means to establish actions, in terms of eleven recouses, to achieve desired outcomes and impact the needs of students.
12. Design interventions for students support service programs based on: needs, outcomes, domains, and risk and resiliency factors in family and community.
13. Identify the essential components of collaboration.
14. Demonstrate collaboration and team building skills to develop intervention actions.
15. Identify roles and responsibilities for planning, implementing, and monitoring integrated services.
16. Increase collaboration through coordinated planning and program development.
17. Coordinate service interventions and programs at three levels of intervention.
18. Monitor the System as a means to establish a plan and system for monitoring the action plan on regular basis.
19. Establish schedules to monitor applicable domains and actions in the plan.
20. Establish indicators, benchmarks and questions to monitor progress.
21. Evaluate student outcomes as a means to evaluate the integrated services model as it is implemented utilizing measurable outcomes.
22. Update/revise and plan based on data analysis.
23. Describe various methods of technology that can be utilized to facilitate the evaluation process.
24. Train other interested participants in addressing the needs of economically disadvantaged students.
25. Use the Integrated Services data base as a tool to implement the integrated Services concept.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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.

Date approved: 7/2012

Department:

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Instructional Methods and Trends

COMPONENT NUMBER: 2-408-039

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (039)

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

DESCRIPTION:

The purpose of this component is to provide opportunities for teachers to receive the latest materials in their respective field. Upon successful completion of this component, participants will be able to adapt, design, and implement curriculum incorporating trends and techniques acquired through this component.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate knowledge of research, theories, and practices in their area.
2. Identify methods of applying research or theories in their area.
3. Discuss current laws or rules pertaining to their area.
4. Discuss trends in instructional programs in their area.
5. Demonstrate the ability to evaluate instructional effectiveness of selected trends.
6. Demonstrate the ability to adapt, design, and implement curriculum incorporating trends.
7. Demonstrate skills in organizing, conducting, and/or evaluating instruction in their area.
8. Develop, adopt, and/or select strategies for instruction and for evaluation of student progress.
9. Discuss methods of integrating instruction in their areas and of correlating with other disciplines.
10. Discuss alternative methods of evaluating student progress in their area.
11. Discuss trends in instructional materials in their area.
12. Discuss methods of evaluating the effectiveness of instructional materials.
13. Demonstrate the ability to evaluate, select, and adapt instructional materials in their area.
14. Discuss techniques for managing instructional materials, equipment, and resources.
15. Demonstrate the ability to share ideas, strategies, and knowledge with others in their area.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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.

Date approved: 7/2012

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Lesson Study

COMPONENT NUMBER: 2-408-041

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (041)

POINTS TO BE EARNED: **75 maximum points per year**

DESCRIPTION:

Participants will enhance their knowledge of instructional strategies by collaboratively building a lesson with their cohort. The focus will be goal specific activities that are related to student data needs, school improvement, and/or collective goal alignment. The lesson will be taught by one member of the cohort while others observe student interaction/reactions. The team will participate in collegial discussions using the data collected from the observed lesson. Team members will apply learning practices highlighted in the lesson study to state standards and instructional strategies to provide for teacher mastery and improve student performance.

SPECIFIC LEARNER OBJECTIVES:

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

1. Build a collaborative culture in which educators work together interdependently and assume collective responsibility for the learning of all students.
2. Connect the lesson study instructional focus to the students' learning needs, based on data analysis.
3. Participate in lesson study to plan and implement more effective learning and teaching practices by collegial discussions and planning, developing lesson plans, examining student work, monitoring student progress, and assessing the effectiveness of instruction.
4. Implement practices discussed in the lesson study in the classroom and share evidence of practice results with colleagues and administrators.
5. Collaborate on analyzing student data and/or student work.
6. Share strategies to promote and discuss each other's instructional methods and strategies.
7. Develop a collective knowledge of research-based practices and a common language for discussing teaching and learning.
8. Engage in collective inquiry about teaching and learning best practices.
9. Build shared knowledge to make more informed decisions.
10. Share ideas, methods and materials to expand educator's skills.
11. Evaluate the degree to which the lesson is aligned to the goals.
12. Identify, acknowledge and celebrate progress toward the goals.

LEARNING PROCEDURES (Methods):
   D: Learning Community/Lesson Study

- **WHAT** will occur during this professional development component delivery?
  Participants will engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.

- **HOW** will the experiences be provided to participants during this delivery?
Lesson Study which includes facilitated group discussions, collegial lesson planning, observation and data collection of planned lesson and group reflection on the effects of learning strategies incorporated into the lesson.
he designs 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 the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   Q: Lesson Study group participation

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

Lesson Study group participation will provide monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented. Participants will collaboratively discuss, and review products related to key session content for use in classrooms. In addition, school administrators will routinely monitor lessons and reflection to provide support and resources as identified by team members.

- **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 of learning environment practices
      B: Changes in instructional leadership or faculty development practices
      F: Changes in observed educator proficiency in implementing targeted state standards or initiatives
      G: Changes in observed educator proficiency in practices that occur generally without students present
   Student   A: Results of state or district developed/standardized student growth measure(s)
      B: Results of school/teacher-constructed student growth measure(s) that track student progress
      C: Portfolios of student work
      D: Observation of student performance
      F: Other performance assessment(s) that reveal impact on students

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.

Date approved: 7/2015
Department: OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

New Teacher Training

COMPONENT NUMBER: 5-408-001

> Function: Classroom Management (5)
> Focus Area: Instructional Strategies (408)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: **30 maximum points per certificate**
DESCRIPTION:
The general objective of this component is to provide beginning teachers training and support that will help them become effective classroom teachers.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Understand and implement effective classroom management strategies.
2. Demonstrate effective organizational strategies.
3. Demonstrate effective time management strategies including paperwork management.
4. Understand and implement school and district policies and procedures.
5. Identify Sunshine State Standards and instructional strategies.
6. Understand the need for long- and short-range planning.
7. Identify best practices for setting up a classroom and effective teaching strategies.
8. Understand the need for continuous data analysis of student work.
9. Discuss management of certification needs and timelines for completion.
10. Identify effective parent communication techniques.
11. Identify Mentor Teachers and Peer Teachers who can provide support as needed.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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

- **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.

Date approved: 7/2012

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

NJROTC Leadership Academy Instructor Skills

COMPONENT NUMBER: 2-409-007

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Support Services, Unclassified (409)
> Local Sequence Number(s): (007)

POINTS TO BE EARNED: **60 maximum points per certificate**
DESCRIPTION:
The purpose of this component is to increase knowledge and skills in the area of Leadership Training. Upon successful completion of the component, participants will have increased their knowledge and skills in the areas of Drill Instruction, Ceremonial Sword Manual, Air Rifle Marksmanship Training, Orienteering, Techniques of JROTC Instruction, and Barracks Inspections.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Teach a drill platoon Column Movements
2. Teach a drill platoon Flanking Movements
3. Teach a drill platoon Oblique Movements
4. Teach a drill platoon to Form for Personnel Inspection
5. Teach a drill platoon Eyes Right & Eyes Left
6. Teach all aspects of the Manual of the Sword: Order Sword, Carry Sword, Sword Salute, etc.
7. Organize and properly execute a Military Graduation Parade
8. Teach proper body position for Prone Position Air Rifle Shooting
9. Teach proper body position for Kneeling Position Air Rifle Shooting
10. Teach proper body position for Standing Position Air Rifle Shooting
11. Teach proper breathing control for competitive shooters
12. Teach proper trigger squeeze for competitive shooters
13. Teach proper use of the target rifle sling and its importance to accurate shooting
14. Teach Map Reading Skills for orienteering
15. Teach how to properly orient a topographic map to both True North and Magnetic North
16. Teach the proper way to determine Magnetic Azimuth both to & from a known point
17. Teach proper use of the Military Lensatic Compass & Silva Orienteering Compass
18. Explain two methods of determining distance by pace count in Land Navigation
19. Demonstrate the ability to lay out a practice compass course
20. Cite three methods of effective classroom instruction
21. Demonstrate the ability to conduct a Military Barracks Inspection

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop

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

- **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, demonstrations, discussions, and activities designed to meet the 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:**

  - **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.

Date approved: 7/2012

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

College Coursework: Content

COMPONENT NUMBER: 2-409-079

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Support Services, Unclassified (409)
> Local Sequence Number(s): (079)

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 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 course 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:**

   o **Specific Learner Objectives?**

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

- o **Increasing Educator Knowledge?**

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

- o **Changing Educator Practice?**

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

- o **Improving Student Outcomes?**

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

Date approved: 7/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 6/2019 (Update to new format)

College Coursework: Generic

COMPONENT NUMBER: 2-409-080

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Support Services, Unclassified (409)
> 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 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 course 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.

- o **Increasing Educator Knowledge?**

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

- o **Changing Educator Practice?**

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

- o **Improving Student Outcomes?**

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

Date approved: 2/2012
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey
Revision Date: 6/2019 (update the new format)

School Psychology: Methods and Trends

COMPONENT NUMBER: 2-409-089

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Support Services, Unclassified (409)
> Local Sequence Number(s): (089)

POINTS TO BE EARNED: 75 maximum points per year
DESCRIPTION:
The purpose of this component is to update school psychologists in the area of School Psychology in concepts, trends, strategies, and materials through participation in local, regional, state, or national conferences and/or workshops. Upon successful completion of the component, participants will be able to evaluate and appropriately integrate the concepts, strategies, information, and/or materials into their psychological delivery services.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate research, theories, and practices in their area.
2. Identify methods of applying research, theories, and practices in their area.
3. Discuss current laws or rules pertaining to their area.
4. Discuss trends in evaluation programs in their area.
5. Demonstrate the ability to evaluate effectiveness of selected evaluation procedures.
6. Demonstrate skills in organizing, and/or conducting seminars or workshops in their area.
7. Discuss methods of integrating evaluation/remediation techniques in their area and of correlating with other disciplines.
8. Discuss alternative methods of evaluation/assessment in their area.
9. Discuss trends in new school psychological delivery services, methods, and materials in their area.
10. Discuss methods of evaluating the effectiveness of psychological services.
11. Demonstrate the ability to share ideas, strategies, and knowledge with others in their area.
12. Discuss the use of technology in their area.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition Workshop
   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, lectures, discussions, materials review, and sharing information with their peers.

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

Participants will be involved in local, regional, state or national conferences or workshops for the purpose of achieving the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   O: Collaborative Planning

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

Collaborative planning – monitoring, and feedback related to targeted professional learning

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

Learning community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues.

IMPACT EVALUATION PROCEDURES:
    Staff   C: Changes in student services/support practices
    Student F: other performance assessments(s) that reveal impact on students

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

        o **Specific Learner Objectives?**

Learner will apply information learned as it specifically relates to their role as school psychologist.

        o **Increasing Educator Knowledge?**

Learner will participate in trainings, workshops, meetings and discussions to gain knowledge that will directly impact school and student performance.

        o **Changing Educator Practice?**

Educator will participate in learning opportunities that directly impact professional development.

        o **Improving Student Outcomes?**

The goal of this component is to have a positive and direct impact on student learning as measured by state and district standardized assessments.

Date approved: 7/2012
Department: Student Services
Name(s) of Component Author(s): Sherry Smith
Revision Date: 7/2019 (Update to new format)

Certified School Counselor: Improving and Maintaining Quality Practices and Counseling Skills

COMPONENT NUMBER: 2-409-090

> Function: Instructional Methodology (2)
> Focus Area: Instructional Support Services, Unclassified (409)
> Local Sequence Number(s): (090)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide Certified School Counselors with opportunities to deepen knowledge and improve/update professional skills. Upon successful completion of the component, participants will be able to demonstrate appropriate strategies for working with individuals and groups, for maintaining proper records and for implementing a quality School Counseling program in accordance with applicable laws, rules, and policies.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate methods used in counseling students individually.
2. Demonstrate strategies for group counseling.
3. Discuss current trends in student service programs.
4. Specify typical problems faced by School Counselors.
5. Implement school board policies affecting student services.
6. Identify and assist students regarding local, state and federal financial aid programs.
7. Discuss the names, types, and purposes of various standardized and/or diagnostic tests.
8. Carry out appropriate testing procedures.
9. Conduct training/information sessions for students, parents, or teachers regarding pertinent guidance and counseling functions.
10. Demonstrate knowledge and implementation of best practices in School Counseling.
11. Disseminate materials, applications, and information to appropriate individuals or groups.
12. Advise students regarding important schedules and timelines for classes, tests, and other procedures where meeting deadlines is crucial.
13. Demonstrate knowledge of maintaining accuracy, the appropriate handling, and updating of student records.
14. Demonstrate knowledge of current laws, rules, and policies affecting student services.
15. Collaborate with peers and discuss current methods and trends relating to the field of School Counseling.

LEARNING PROCEDURES (Methods):
   I: Job-Embedded Workshop

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

Participants will attend workshops, seminars, teleconferences, meetings, etc. held throughout the year in order to accomplish the specific objectives of the component.

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

Activities in the sessions may include, but will not be limited to, lectures, discussions, demonstrations, audio-visual presentations, practice exercises, and sharing ideas and information by competent professionals.

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):
Implementation activities will be determined by the facilitator of the training to ensure participant understanding and retention of skills.

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

District facilitator will provide support after the training via email, phone or school visits.

IMPACT EVALUATION PROCEDURES:
    Staff (C: Changes in student services/support practices)
    Student (D: Observation of student performance)

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

    o **Specific Learner Objectives?**

The facilitator will ensure that the training objectives are covered during the training sessions.

    o **Increasing Educator Knowledge?**

Throughout the training, the facilitator will ask School Counselors to demonstrate their understanding through verbal or written activities, hands-on activities, or short quizzes.

    o **Changing Educator Practice?**

Participants will be asked to reflect on their work with students and parents after the training as compared to that before the training. They will be provided a collaborative way to follow-up with their learning needs.

    o **Improving Student Outcomes?**

Student performance will be determined based on teacher and participant observation of students after new procedures or methods are put in place.

Date approved: 7/12
Department: Student Services/Guidance
Name(s) of Component Author(s): Darla Dunn
Revision Date: 7/19 (Update to new format)

Health: Youth Mental Health

COMPONENT NUMBER: 6-414-002

> Function: School Safety/Safe Learning Environment/School Culture (6)
> Focus Area: Physical and Mental Health (414)
> Local Sequence Number(s): (002)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:

Youth Mental Health First Aid USA is a public education program that introduces you to the unique risk factors and warning signs of mental health problems in adolescents and transitional aged youth, builds understanding of the importance of early intervention, and teaches you how to help a young person in crisis or experiencing a mental health challenge. The purpose of this component is to assist employees in obtaining and improving professional knowledge related to this program. Upon successful completion of the component, participants will be able to implement early intervention strategies in specific areas of the K-12 curriculum.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Discuss what Youth Mental Health First Aid is and how it applies to students across all grade levels.
2. Provide supportive interventions and strategies related to Youth Mental Health First Aid.
3. The course uses role-playing and simulations to demonstrate how to recognize a mental health crisis, provide initial help and connect young people to professional, peer, social, and self-help care.
4. The course teaches the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, AD/HD, disruptive behavior disorders, and substance use disorder.
5. Learn to support youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a five-step action plan.
6. Learn mental health first aid five-step action plan.
7. Learn to implement the five-step action plan in crisis and non-crisis situations.
8. Learn signs and symptoms of typical adolescent development and mental health disorders in youth and children.
9. Learn to identify risk factors and protective factors for youth and children.
10. Specify current trends and stigmas related to mental health and wellness.
11. Discuss current laws, rules, and policies pertaining to mental health.
12. Identify services that are available through other agencies that can support and enhance the youth mental health.
13. Identify supports and services at the school level and know who within the school to report mental health concerns.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition
  I: Job-Embedded Workshop

- **WHAT** will occur during this professional development component delivery?
Participants will be involved in workshop activities that include a review of current research, practices, programs, and resource materials, designed for sharing ideas.

- **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, collaborative discussions, and hands-in activities designed to meet the 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):

Upon completion of this course, participants will take a multiple-choice examination and will receive certification for three years if receiving a score of 60% or higher.

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

Additional support from the Student Services Department or school-based administrative team will be provided upon request.

IMPACT EVALUATION PROCEDURES:
    Staff C: Changes in student services/support practices
    Student D: Observation of student performance

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

  - **Specific Learner Objectives?**

Learner will be expected to participate in course and apply knowledge learned from course in a school setting.

  - **Increasing Educator Knowledge?**

Learner will be expected to increase knowledge and awareness in youth mental health first aid.

  - **Changing Educator Practice?**

Learner will be able to apply skills and knowledge learned in crisis and non-crisis situation or be able to identify who in their school setting can assist in providing mental health support to student(s).

  - **Improving Student Outcomes?**

The goal of this course is to increase awareness and reduce the stigma of mental health so that students can receive the help they may need which will positively impact their daily life skills.

Date approved: New
Department: Student Services
Name(s) of Component Author(s): Autumn Wright
Revision Date: 7/2019

Continuous Improvement: Response to Intervention

COMPONENT NUMBER: 4-415-001

Function: Assessment and Data Analysis/ Problem Solving (4)
Focus Area: Problem-Solving Teams (415)
Local Sequence Number(s): (001)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:
The purpose of this inservice component is to provide teachers with the knowledge and skills needed to make use of research-based instruction and interventions to improve student performance. This problem-solving process is defined as the Response to Intervention model (RtI).

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Define RtI, understand the three-tiered model, the components of compliance and understand laws, both state and federal, defining this process.
2. Use assessments to screen, diagnose, and progress monitor students, and be able to graph the results.
3. Screen, assess, identify areas of need and provided targeted interventions to close learning gaps.
4. Learn the problem-solving process which includes, identifying the problem, analyzing why it is occurring, developing an intervention plan and evaluating the effectiveness of RtI for all students.
5. Document interventions and the student response to those interventions.
6. Collaborate with other professionals about student needs and priorities.
7. Engage in the development of a common curriculum, common assessments, implementation of high quality, research-based instructional strategies in the classroom and a proactive intervention process to improve student performance.
8. Provide high quality instruction and assessment matching student needs to include formative assessment.
9. Align standards, curriculum, instruction, and assessments.
10. Participate in discussion and reflection about instruction with stakeholders.
11. Plan differentiated instruction.
12. Utilize data results to make well-informed decisions for targeting areas of need for students, classrooms groups, subgroups, instruction, subjects, and schools.
13. Gather, organize and analyze student data. Measure and document that the interventions are being implemented as intended. Determine effectiveness of interventions.
14. Understand the role of the MTSS/RtI team as it relates to decision-making for interventions and progress monitoring for academics, attendance and discipline.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition

- **WHAT** will occur during this professional development component delivery?
Participants will be involved in training activities that include a review of current research, practices, programs, policies, and resource materials, and sharing ideas.

- **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, materials review and laboratory activities designed to meet the 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):
    Collaborative planning – monitoring, and feedback related to targeted professional learning

    Sharing knowledge with peers

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
    Learning communities or other properly implemented team learning practices focused on job-embedded learning supported by colleagues.

    Feedback from administrators

IMPACT EVALUATION PROCEDURES:
    Staff: A: Changes in instructional or learning environment practices
    Student: D: Observation of student performance

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

    o **Specific Learner Objectives?**
Participants will apply information learned as it specifically relates to their role as a problem-solver.

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities and documented observation by administrators.

    o **Increasing Educator Knowledge?**
Participants will participate in trainings, workshops, meetings activities, quizzes, reflective collaboration and discussions to gain knowledge that will directly impact school and student performance.

    o **Changing Educator Practice?**
Participants will engage in learning opportunities that directly impact professional development.

Participants will be asked to reflect, document and make decisions based upon acquired knowledge of the subject. Observations, school visits and analysis of reports by administrators will validate change in participant practices.

    o **Improving Student Outcomes?**
The goal of this component is to have a positive and direct impact on student learning as measured by state and district standardized assessments.

Date approved: 7/2015
Department: Continuous Improvement
Name(s) of Component Author(s): Sharon Patrick
Revision Date: 8/2019

Professional Practices

COMPONENT NUMBER: 1-416-001

Function: Subject Content/Academic Standards (1)
Focus Area: Professional Standards and Ethics (416)
Local Sequence Number(s): (001)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to increase the knowledge and skills of participants in the professional practices competencies and skills. Upon successful completion of the component, all participants will have a basic knowledge of curriculum, and material covered on the teacher certification test.

SPECIFIC LEARNER OBJECTIVES:

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

(Assessment)
- Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.
- Interpret assessment data (e.g., screening, progress monitoring, diagnostic) to guide instructional decisions.
- Identify appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning.
- Identify and sequence learning activities that support study skills and test-taking strategies.

(Communications)
- Identify appropriate techniques for leading class discussions (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).
- Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions).
- Identify nonverbal communication strategies that promote student action and performance.
- Choose effective communication techniques for conveying high expectations for student learning.

(Continuous Improvement)
- Identify professional development experiences that will enhance teacher performance and improve student achievement.
- Identify ways for using data from learning environments as a basis for exploring and reflecting upon teaching practices.

(Critical Thinking)
- Identify a variety of instructional strategies, materials, and technologies that foster critical thinking.
- Identify a variety of instructional strategies, materials, and technologies resources that foster creative thinking.

(Diversity)
- Identify instructional and interpersonal skills and classroom practices that encourage innovation and create a positive learning climate for all students.
- Select materials and strategies that encourage learning about diverse cultural groups.

(Ethics)
- Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situation.
- Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.

(Human Development and Learning)
- Identify patterns of physical, social, and academic development of students.
- Identify motivational strategies and factors that encourage students to be achievement and goal oriented.
- Identify activities to accommodate different learning needs, developmental levels, and experiential

1

backgrounds.

- Apply knowledge of learning theories to classroom practices.
- Identify characteristics of and intervention strategies for, students with disabilities.
  (Subject Matter)
- Identify effective instructional methods to develop text reading skills (i.e., phonemic awareness, phonics, and fluency).
- Identify instructional methods and strategies for developing and using content area vocabulary.
- Identify instructional methods to facilitate students' reading comprehension (e.g., summarizing, monitoring comprehension, question answering, question generating, using graphic and semantic organizers, recognizing text structure, and using multiple strategy instruction) throughout the content areas.
- Identify strategies for developing critical thinking skills (e.g., analysis, synthesis, evaluation).
- Identify appropriate references, materials, and technologies for the subject and the students' abilities.
- Identify methods for differentiating instruction based on student reading data.
  (Learning Environment)
- Evaluate the appropriateness of the physical environment for facilitating student learning and promoting safety.
- Identify a repertoire of techniques for establishing smooth, efficient, and well-paced routines.
- Identify strategies to involve students in establishing rules and standards for behavior.
- Identify emergency procedures for student and campus safety.
  (Planning)
- Determine instructional long-term goals and short-term objectives appropriate to student needs.
- Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area.
- Identify materials based on instructional objectives and student learning needs and performance level.
  (Role of the Teacher)
- Identify student behavior indicating possible emotional distress, substance abuse, abuse or neglect, and suicidal tendencies.
- Identify school and community resources and collaborative procedures to meet the intellectual, personal, and social needs of all students.
- Identify the rights, legal responsibilities, and procedures for reporting incidences of abuse or neglect or other signs of distress.
- Apply knowledge of the contents of, and the procedures for maintaining, permanent student records.
- Identify the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study).
- Interpret national norm-referenced assessment data for parents with only rudimentary knowledge of assessment terms and concepts.
  (Technology)
- Identify appropriate software to prepare materials, deliver instruction, assess student achievement, and manage classroom tasks.
- Identify appropriate classroom procedures for student use of available technology.
- Identify policies and procedures for the safe and ethical use of the Internet, networks, and other electronic media.
- Identify strategies for instructing students in the use of search techniques, the evaluation of data collected, and the preparation of presentations.
  (Foundations of Education)
- Apply historical, philosophical, and sociological, perspectives to contemporary issues in American education.
- Identify contemporary philosophical views on education that influence teaching.
  (ESOL)
- Identify characteristics of first and second language acquisition.
- Identify ESOL approaches, methods, and strategies (e.g., materials adaptation, alternative assessment, and strategy documentation) appropriate for instruction.
- Identify and apply cognitive approaches, multisensory ESOL strategies, and instructional practices that build upon students' abilities and promote self-worth.

LEARNING PROCEDURES (Methods):
    A: Knowledge Acquisition

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

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

- **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, demonstrations, discussions, and activities designed to meet the 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 G: Did not evaluate student outcomes as "evaluation method staff" was more relevant

- **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.

Date approved: 7/2012

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Social Workers: Methods and Trends

COMPONENT NUMBER: 2-420-001

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Service Coordination, Collaboration, Integration (420)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to update school social workers in the area of school social work in concepts, trends, strategies, and materials through participation in local, regional, state, or national conferences and/or workshops. Upon successful completion of the component, participants will be able to evaluate and appropriately integrate the concepts, strategies, information, and/or materials into their psychological delivery services.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate research, theories, and practices in their area.
2. Identify methods of applying research, theories, and practices in their area.
3. Discuss current laws or rules pertaining to their area.
4. Discuss trends in evaluation programs in their area.
5. Demonstrate the ability to evaluate effectiveness of selected evaluation procedures.
6. Demonstrate skills in organizing, and/or conducting seminars or workshops in their area.
7. Discuss methods of integrating evaluation/remediation techniques in their area and of correlating with other disciplines.
8. Discuss alternative methods of evaluation/assessment in their area.
9. Discuss trends in new school psychological delivery services, methods, and materials in their area.
10. Discuss methods of evaluating the effectiveness of psychological services.
11. Demonstrate the ability to share ideas, strategies, and knowledge with others in their area.
12. Discuss the use of technology in their area.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition Workshop
   I: Job-Embedded Workshop

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

Activities may include, but will not be limited to, lectures, discussions, materials review, and sharing information with their peers.

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

Participants will be involved in local, regional, state or national conferences or workshops for the purpose of achieving the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
 O: Collaborative Planning

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

Collaborative planning – monitoring, and feedback related to targeted professional learning

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

Learning community or other properly implemented team learning practices focused on job-embedded

learning supported by colleagues.

IMPACT EVALUATION PROCEDURES:
  Staff   C: Changes in student services/support practices
  Student   F: other performance assessments(s) that reveal impact on students

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

    o **Specific Learner Objectives?**
Learner will apply information learned as it specifically relates to their role as school social worker.

    o **Increasing Educator Knowledge?**
Learner will participate in trainings, workshops, meetings and discussions to gain knowledge that will directly impact school and student performance.

    o **Changing Educator Practice?**
Educator will participate in learning opportunities that directly impact professional development.

    o **Improving Student Outcomes?**
The goal of this component is to have a positive and direct impact on student learning as measured by state and district standardized assessments.

Date approved: New
Department: Student Services
Name(s) of Component Author(s): Sherry Smith
Revision Date: 7/2019

Leadership: Administrative Conferences

COMPONENT NUMBER: 7-502-009

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (009)

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

The purpose of this component is to provide an opportunity for school and county level administrators to update their knowledge and skills in various areas of responsibility. Upon successful completion of the component, participants will be able to implement effective management strategies in their administrative capacities

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Discuss new legislation or rules that apply to their job responsibilities.
2. Refer appropriately to local school board policies regarding pertinent aspects of their duties.
3. Use appropriate checklists designed to assist in meeting various deadlines.
4. Apply guidelines and other information concerning various programs as determined by the State Department of Education.
5. Demonstrate knowledge of the services provided by agencies and/or institutions as they relate to students and school personnel.
6. Specify the implications for their job responsibilities after hearing update reports on various program areas.
7. Discuss substance abuse identification, prevention, and treatment procedures and the availability of local and regional referral sources.
8. Demonstrate their knowledge of other topics presented during the workshop.
9. Explain uses of technology in education.
10. Effectively evaluate employees.

LEARNING PROCEDURES (Methods):
 A: Knowledge Acquisition
 I: Job-Embedded Workshop

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative team 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 laboratory activities designed to meet the 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 B: Changes in instructional leadership or faculty development
         D: Other changes in practices supporting effective implementation of job responsibilities
   Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

- **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, conduct classroom observations and reflect on their own changes in leadership practices or faculty development.

   o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Leadership: Update

COMPONENT NUMBER: 7-502-012

Function: Management/Leadership/Planning (7)
Focus Area: District Level Management (502)
Local Sequence Number(s): (012)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide opportunities for school and district level administrators to update their knowledge and skills in their respective areas through participation in local, regional, state, or national conferences and/or workshops. Upon successful completion of the component, participants will be able to integrate new skills and/or knowledge into their related job responsibilities.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Discuss new rules, laws, and/or policies pertinent to the particular workshop or conference.
2. Discuss trends in educational programs.
3. Demonstrate the ability to evaluate new and innovative educational programs.
4. Identify new advances in educational technology.
5. Share ideas, strategies, and knowledge with colleagues.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative team 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 the 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 B: Changes in instructional leadership or faculty development

D: Other changes in practices supporting effective implementation of job responsibilities
Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

- **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, conduct classroom observations and reflect on their own changes in leadership practices or faculty development.

  o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012

Department: Human Resources

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 2: Student Learning as a Priority

COMPONENT NUMBER: 7-502-013

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (013)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide training opportunities: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.
1. The leader enables faculty and staff to work as a system focused on the student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
2. The leader maintains a school climate that supports student engagement in learning.
3. The leader generates high expectations for learning growth by all students.
4. The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

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

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

The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
   Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

   o **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

   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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

   o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012

Department: Human Resources

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 8: School Management

COMPONENT NUMBER: 7-502-014

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (014)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide training opportunities: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

SPECIFIC LEARNER OBJECTIVES:

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

1. The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
2. The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
3. The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

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

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

The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
    Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

  - **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

  - **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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

  - **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 6: Decision Making

COMPONENT NUMBER: 7-502-015

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (015)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide training opportunities: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

SPECIFIC LEARNER OBJECTIVES:

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

1. The leader gives priority attention to decisions that impact the quality of student learning
2. and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
3. The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.
4. The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

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

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

The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
  Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

  - **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

  - **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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

  - **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 4: Faculty Development

COMPONENT NUMBER: 7-502-018

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (018)

POINTS TO BE EARNED: 60 maximum points per certificate
DESCRIPTION:
The purpose of this component is to provide training opportunities: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. The leader employs a faculty with the instructional proficiencies needed for the school population served.
2. The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.
3. Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
4. District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
5. The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
6. The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
7. The leader improves the percentage of effective and highly effective teachers on the faculty.

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

- **WHAT** will occur during this professional development component delivery?
The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
    Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

    o **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

    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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

    o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012

Department: Human Resources

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 3: Instructional Plan Implementation

COMPONENT NUMBER: 7-502-019

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (019)

POINTS TO BE EARNED: 60 maximum points per certificate
DESCRIPTION:
The purpose of this component is to provide training opportunities: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida's common language of instruction to guide faculty and staff implementation of the foundational principles an practices.
2. The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
3. The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
4. The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
5. The leader ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula.
6. The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

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

- **WHAT** will occur during this professional development component delivery?
The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
    Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

  - **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

  - **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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

  - **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012

Department: Human Resources

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 1: Student Learning Results

COMPONENT NUMBER: 7-502-020

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (020)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide training opportunities: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

SPECIFIC LEARNER OBJECTIVES:

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

1. The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
2. The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
3. The leader demonstrates planning and goal setting to improve student achievement.
4. The leader demonstrates evidence of student improvement through student achievement results.

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

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

The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
    Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

  o **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

  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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

  o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012

Department: Human Resources

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 10: Professional and Ethical Behaviors

COMPONENT NUMBER: 7-502-021

      Function: Management/Leadership/Planning (7)
      Focus Area: District Level Management (502)
      Local Sequence Number(s): (021)

POINTS TO BE EARNED: 60 maximum points per certificate
DESCRIPTION:
The purpose of this component is to provide training opportunities: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
2. The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
3. The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the wellbeing of the school, families, and local community.
4. The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the education profession (Rule 6B-1.006, F.A.C.).

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

- **WHAT** will occur during this professional development component delivery?
The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
   Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

   o **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

   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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

   o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 5: Learning Environment

COMPONENT NUMBER: 7-502-022

>   Function: Management/Leadership/Planning (7)
>   Focus Area: District Level Management (502)
>   Local Sequence Number(s): (022)

POINTS TO BE EARNED: 60 maximum points per certificate
DESCRIPTION:
  The purpose of this component is to provide training opportunities: Effective school leaders structure and monitor
   a school learning environment that improves learning for all of Florida's diverse student population.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. The leader maintains a safe, respectful and inclusive student-centered learning environment
    that is focused on equitable opportunities for learning and building a foundation for a
    fulfilling life in a democratic society and global economy by providing recurring
    monitoring and feedback on the quality of the learning environment and aligning
    learning environment practices with system objectives, improvement planning,
    faculty proficiency needs, and appropriate instructional goals.
2. The leader initiates and supports continuous improvement processes and a
    multi-tiered system of supports focused on the students' opportunities
    for success and well-being.
3. To align diversity practices with system objectives, improvement planning,
    faculty proficiency needs, and appropriate instructional goals, the leader
    recognizes and uses diversity as an asset in the development and implementation
    of procedures and practices that motivate all students and improve student learning,
    and promotes school and classroom practices that validate and value similarities
    and differences among students.
4. The leader engages faculty in recognizing and understanding cultural and
    developmental issues related to student learning by identifying and addressing
    strategies to minimize and/or eliminate achievement gaps associated with
    student subgroups within the school.

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

- **WHAT** will occur during this professional development component delivery?
The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
　　Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

  - **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

  - **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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

  - **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012

Department: Human Resources

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 9: Communication

COMPONENT NUMBER: 7-502-030

>Function: Management/Leadership/Planning (7)
>Focus Area: District Level Management (502)
>Local Sequence Number(s): (030)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide training opportunities: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

SPECIFIC LEARNER OBJECTIVES:

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

1. The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
2. The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
3. The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
4. The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

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

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

The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
   Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

   o **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

   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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

   o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Leadership: Proficiency Area 7: Leadership Development

COMPONENT NUMBER: 7-502-038

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (038)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide training opportunities: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency and integrity in ways that positively impact and inspire growth in other potential leaders.

SPECIFIC LEARNER OBJECTIVES:

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

1. The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.
2. The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
3. The leader plans for and implements succession management in key positions.
4. The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

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

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

The Department of Education, district, and area consortium partnerships sponsor a variety of face to face workshops or conferences throughout the year on selected leadership topics correlated to the Standards for School Leaders.

- **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 the specific objectives. The sessions are advertised through the year and are conducted by qualified personnel.

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 B: Changes in instructional leadership or faculty development
    Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

    o **Specific Learner Objectives?**

The objectives, course content, etc. will be determined by the DOE, district and area consortium partners. Evaluation of the specific objectives will be determined by the session leader or designee through analysis of student performance data affected by training activities

    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?**

Evaluation of changing educator practice will be determined by the session leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

    o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Leadership: District Instructional Planning Committee

COMPONENT NUMBER: 7-502-046

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (046)

POINTS TO BE EARNED: **40 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide an opportunity for school and district level administrators and teachers to work in small groups to plan district program implementation and make recommendations for district policy and procedures directly related to instructional needs. Committees will focus on instructional practices that directly impact student performance.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Attended a minimum of 90% attendance for all committee meetings.
2. Provided input within their scope of expertise to the committee work.
3. Research specific areas of need to provide input.
4. Worked collaboratively with the committee members to meet the goals set forth.
5. Examined the Florida Educators Accomplished Practices and participated in collegial discussions on improving proficient delivery of those practices in district schools.

LEARNING PROCEDURES (Methods):
   K: Problem-Solving Process
   D: Learning Community

- **WHAT** will occur during this professional development component delivery?
Activities may include, administrators and teachers working collaboratively to plan, make recommendations for policy and procedures with a focus on instructional practices that directly impact student performance.

- **HOW** will the experiences be provided to participants during this delivery?
Committee facilitators will schedule meeting times and locations as appropriate. The committee will work collaboratively together to meet the goals set forth. The committee will examine the research base on effective instructional strategies and relate that to the work of the committee.

IMPLEMENTATION/MONITORING PROCEDURES:
   O: Collaborative Planning
   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 collaborate with team members and provide recommendations for district and school policy and procedures that directly impact student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Committee facilitator will provide resources and continuous support.

IMPACT EVALUATION PROCEDURES:
    Staff   D: Other changes in practices supporting effective implementation of job responsibilities
    Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

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

        o **Specific Learner Objectives?**

The Facilitator will ensure that the committee covers the desired objectives. A committee will be chosen that is knowledgeable and can provide the necessary outcomes.

        o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that show they understand the task at hand.

        o **Changing Educator Practice?**

Participants will be asked to analyze test results, conduct classroom observations and reflect on their own teaching and leadership strategies.

        o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Leadership: Instructional Evaluation/Observation Training (Marzano Model)

COMPONENT NUMBER: 7-502-047

>   Function: Management/Leadership/Planning (7)
>   Focus Area: District Level Management (502)
>   Local Sequence Number(s): (047)

POINTS TO BE EARNED: 60 maximum points per certificate
DESCRIPTION:
The purpose of this component is to provide opportunities for school and district level administrators to master research and practice implementation for the observation process as it relates to the Marzano's Art and Science of Teaching model. Upon successful completion, participants will speak a common language that will provide for consistent and effective instructional staff evaluations using the approved observation instrument.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Discuss and demonstrate mastery of Marzano's research as it relates to the four Domains identified in the research model.
2. Identify and demonstrate mastery of effective teaching strategies as related to the four Domains in the research model.
3. Communicate to teachers and parents implementation of the research model.
4. Share ideas, strategies, and knowledge with colleagues.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative team 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 the 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 B: Changes in instructional leadership or faculty development

D: Other changes in practices supporting effective implementation of job responsibilities

Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

- **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, conduct classroom observations and reflect on their own changes in leadership practices or faculty development.

    o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012

Department: Human Resources

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Leadership: Standards-Based Curriculum, Assessment, and Instruction for Administrators

COMPONENT NUMBER: 7-502-050

> Function: Management/Leadership/Planning (7)
> Focus Area: District Level Management (502)
> Local Sequence Number(s): (050)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:
The general objective of this component is to improve student achievement. This will be accomplished by enhancing Administrator knowledge and skills in standards-based curriculum, assessment, and instruction.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Recognize and understand the requirements of the Florida state adopted standards.
2. Plan and develop instruction aligned to the Florida state adopted standards.
3. Demonstrate an understanding of common vocabulary associated with assessments such as formative, summative, performance tasks, rubrics, distracters, item difficulty, and cognitive complexity.
4. Demonstrate an understanding of best practices in curriculum, instruction, and assessment.
5. Create formative assessments aligned to state adopted standards and district curriculum.
6. Create summative assessments aligned to state adopted standards and district curriculum.
7. Integrate instructional technology in content specific curriculum.
8. Embed content specific literacy standards into curriculum.
9. Differentiate instruction and assessment as appropriate for each student including ESE and ELL.
10. Determine sequence of instruction and assessment to ensure student mastery of state adopted standards.
11. Select appropriate resources to enhance standards-based instruction and assessment.
12. Use district adopted curriculum materials and assessment tools.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative team 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 the 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 B: Changes in instructional leadership or faculty development
         D: Other changes in practices supporting effective implementation of job responsibilities
   Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

- **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, conduct classroom observations and reflect on their own changes in leadership practices or faculty development.

   o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Food Production and Nutrition Education

COMPONENT NUMBER:8-505-001

      Function: General Support (8)
      Focus Area: Food Services (505)
      Local Sequence Number(s): (001)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training in the knowledge and skills of nutrition, equipment, organization, management, food storage, and governmental regulations which will assist participants in the performance of duties. Upon successful completion of the component, all participants will be able to implement newly acquired skills in their work roles.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Discuss the influence of nutrition on the body and the body's functions.
2. Demonstrate knowledge of nutrition to plan and prepare meals to meet acceptable standards.
3. List techniques of preparing tasty and attractive meals.
4. Describe proper storage techniques for foods, supplies, and equipment.
5. Demonstrate knowledge of the latest equipment available for good preparation.
6. Describe the proper use and care of present equipment.
7. Discuss organizational and time management skills to make efficient use of personnel and time during preparation, service, and clean up.
8. Discuss new regulations affecting the production of food service.
9. Specify the importance of good interpersonal relations skills in the role of food service activities.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition

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

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

- **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, demonstrations, discussions, and activities designed to meet the 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 G: Did not evaluate student outcomes as "evaluation method staff" was more relevant

- **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.

Date approved: 7/2012

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Educational Support Staff: Skills and Knowledge Update

COMPONENT NUMBER: 8-509-001

> Function: General Support (8)
> Focus Area: Office/Clerical Services (000)
> Local Sequence Number(s): (001)

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

DESCRIPTION:

The purpose of this component is to improve knowledge, skills, and attitudes of participants in their performance of assigned duties. Upon successful completion of the component, participants will demonstrate improved performance in their job areas.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate increased awareness of how to work effectively with all classifications of school personnel.
2. Discuss the importance of working effectively with the general public.
3. Work effectively with the appropriate student population.
4. Specify the importance of effective written communications.
5. Recognize the importance of effective oral communications.
6. Demonstrate an increased awareness of current laws, rules, policies, and operational procedures affecting them.
7. Specify **safety** topics related to school activities, materials, and/or resources.

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, demonstrations and presentations.

- **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 the 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 skills and knowledge and use them to improve their job performance.

- **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 visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
    Staff D: Other changes in practices supporting effective implementation of job responsibilities
    Student Z: Did not evaluate student outcomes due to absence of a reliable relationship

- **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 reflect on the impact of their new skills and knowledge on their job performance. Observation of performance by administrator or supervisor may also be used.

  - **Improving Student Outcomes?**

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

Date approved: 7/2012
Department:
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

School Safety/Security

COMPONENT NUMBER: 6-511-001

>Function: School Safety/ Safe Learning Environment/School Culture (6)
>Focus Area: Safety/Security (511)
>Local Sequence Number(s): (001)

POINTS TO BE EARNED: 4**0 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide opportunities for staff, teachers, community partners, and administrators in all areas of public and private education to receive information related to best practices in the fields of safety and security. Upon successful completion of this component, participants will be able to conduct an annual self-assessment of their school and school district's safety and security programs in compliance with related district, state and federal best practices and mandates.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Establish and implement accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.
2. Ensure the accuracy of discipline and safety and security related data
3. Implement a school safety plan that includes school and/or district wide emergency and safety procedures and identifies those responsible for them.
4. Develop and maintain school and district safety plans and emergency response procedures with stakeholder input.
5. Minimize danger to students from community members, staff, or other students, and minimize danger to teachers from students.
6. Develop emergency response procedures.
7. Develop and review emergency checklists.
8. Foster a positive learning climate and culture by assessing the school climate and implementing relevant scientifically based programs at each school.
9. Identify training needs and provide for appropriate levels of safety training, including classroom management and violence mitigation/response, for all appropriate personnel.
10. Provide emergency response agencies with floor plans and blueprint as appropriate.
11. Give participants knowledge/skillset/tool kit to apply solutions in an emergency situation.
12. Provide participants with competence and confidence to make good decisions and safely assist themselves and others in an emergency situation.
13. Allow staff and faculty to apply best practice teachings in a controlled situation with trained professional supervision.
14. Help identify place in hierarchy of assisting personnel so as to not interfere with best practices applied in emergency situations.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition Workshop

- **WHAT** will occur during this professional development component delivery?
  Participants will be involved in local, regional, state, or national conferences, trainings, or workshops for the purpose of achieving the specific objectives.

- **HOW** will the experiences be provided to participants during this delivery?
  Participants will attend lectures; engage in discussions and activities; review research, practices, programs, and resource materials; and share with peers in formal and informal sessions.

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 are expected to take the information from the training and apply it in their classroom setting.

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

District and school-based support will be provided after the training through Student Services department and site-based administrators. Resources and other support can also be obtained from the organizations who provided the training.

IMPACT EVALUATION PROCEDURES:

    Staff C: Changes in student services/support practices
    Student G: Did not evaluate student outcomes as "evaluation method staff" was more relevant

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

  o **Specific Learner Objectives?**

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of school related safety data, programs or plans affected by training activities, portfolios maintained by the training participants, documented observations or visits by administrators and/or community partners, review of plans by emergency management personnel, and objective evidence of compliance with the Office of Program Policy Analysis and Government Accountability's (OPPAGA) School Safety and Security Best Practices Act.

  o **Increasing Educator Knowledge?**

Evaluation of educator knowledge will be based on the activity leader or designee through verbal review, quizzes or resulting plans and projects completed by the participants.

  o **Changing Educator Practice?**

Evaluation of the educator practice will be determined by the activity leader or designee through portfolios maintained by the training participants and documented observations or visits by administrators and/or community partners.

  o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" was the significantly more relevant measure for assessing impact of the component and support decisions to retain, revise, or delete the component.

Date approved: New
Department: Safety
Name(s) of Component Author(s): Daniel Hahn
Revision Date: 6/2019

School Improvement: School-Based Inservice

COMPONENT NUMBER: 2-512-007

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: School Improvement-School Level (512)
> Local Sequence Number(s): (007)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide the opportunity for schools to hold a variety of planned school improvement inservice activities for their faculties/staffs throughout the course of a year. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1.   Specify current trends in a variety of pertinent curriculum/topic areas.
2.   Discuss specified topics relative to law, rules, and policies.
3.   Solve problems which affect the whole school.
4.   Solve problems which affect individual areas of responsibility.
5.   Demonstrate increased awareness of the importance of good internal and external human relations.
6.   Review and/or use appropriate instructional materials, supplies, and equipment.
7.   Increase job related knowledge and skills.
8.   Specify **safety** topics related to school activities, materials, and/or resources.
9.   Discuss proper methods of maintaining students' records.
10. Discuss new ideas or interests resulting from various training sessions.
11. Review, evaluate, and use the school's improvement plan to enhance effectiveness on the job.
12. Apply new knowledge and skills to school improvement efforts.
13. Implement better methods or procedures for carrying out assigned job duties.
14. Plan strategies for solving identified school problems.

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

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

Small trainings and mini-sessions will be provided at the school site to allow teachers the opportunity to receive training at their school site in small chunks over an extended period. District facilitators will be invited into the school setting when needed.

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

Under the direction of a school-based administrator, participants may earn inservice credits for a wide variety of mini-workshop sessions, each with the ability to stand alone, to be held as an integral part of faculty meetings, or as a series of mini-workshops.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant Product related to training
   O: Collaborative Planning

- **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 classroom and share their new knowledge that can be used with their students.

- **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
  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:**

  o **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.

  o **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.

  o **Changing Educator Practice?**

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

  o **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: 7/12
Department: ESE, OPL
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/19 (Update to new format)

School Improvement: School-Based Inservice Vouchers

COMPONENT NUMBER: 2-512-115

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: School Improvement- School Level (512)
> Local Sequence Number(s): (115)

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 conference(s)/workshops with job related content from multiple sources. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:

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

1. Specify current trends in a variety of pertinent curriculum/topic areas.
2. Discuss specified topics relative to law, rules, and policies.
3. Solve problems which affect the whole school.
4. Solve problems which affect individual areas of responsibility.
5. Demonstrate increased awareness of the importance of good internal and external human relations.
6. Review and/or use appropriate instructional materials, supplies, and equipment.
7. Increase job related knowledge and skills.
8. Demonstrate the ability to develop budgets for specific areas/departments.
9. Specify **safety** topics related to school activities, materials, and/or resources.
10. Identify ways to improve the cleanliness/appearance of the schools/campus.
11. Discuss proper methods of maintaining students' records.
12. Discuss new ideas or interests resulting from various training sessions.
13. Review, evaluate, and use the school's improvement plan to enhance effectiveness on the job.
14. Apply new knowledge and skills to school improvement efforts.
15. Implement better methods or procedures for carrying out assigned job duties.
16. Plan strategies for solving identified school problems.
17. Demonstrate increased awareness in classroom data driven decision making.

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 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 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: 7/12

Department: ESE, OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/19 (Update to new format)

Leadership: Potential School Leaders

COMPONENT NUMBER: 7-513-007

> Function: Management/Leadership/Planning (7)
> Focus Area: School-Level Management (513)
> Local Sequence Number(s): (007)

POINTS TO BE EARNED: **75 maximum points per certificate**

DESCRIPTION:

The purpose of this component is to provide intensive knowledge-based training for individuals selected for the Potential Candidate pool designed to acquaint them with various administrative duty areas. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of programs and procedures through the district and the principal competencies.

SPECIFIC LEARNER OBJECTIVES:

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

1. Demonstrate their knowledge of school finance, including but not limited to, FTE and budgeting.
2. Demonstrate their knowledge of the administrator's role as it related to student transportation services.
3. Specify how curriculum needs are determined; how curriculum is developed and evaluated; how curriculum materials are selected and evaluated; and other curriculum related matters.
4. Discuss important personnel-related elements, including but not limited to, conferencing, teacher/staff evaluation, inservice needs assessment and training.
5. Demonstrate their knowledge of the Management Information Systems of the district and state.
6. Discuss important elements of a public relations or marketing program both internally and externally.
7. Demonstrate their knowledge of school plant management and maintenance.
8. Demonstrate their knowledge of school laws, including state laws and rules, local school board policies and procedures.
9. Discuss the multitude of considerations that must be made regarding any extra-curricular activity such as athletic events, plays, fund raisers, etc.
10. Demonstrate their knowledge of other areas of concern for administrators as identified by the individuals planning the training program.
11. Discuss the principal competencies & how they relate to administrative responsibilities.
12. Complete varied assignments as a part of this program.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative team 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 the 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 B: Changes in instructional leadership or faculty development
          D: Other changes in practices supporting effective implementation of job responsibilities
    Student G: Did not evaluate student outcomes as "evaluation method staff" is more relevant

- **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, conduct classroom observations and reflect on their own changes in leadership practices or faculty development.

    o **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2012
Department: Human Resources
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Bus Driver Training

COMPONENT NUMBER: 8-515-002

> Function: General Support (8)
> Focus Area: Transportation Services (515)
> Local Sequence Number(s): (002)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
The purpose of this component is to provide training for bus drivers and school board personnel to improve their driving, **safety**, record keeping, and other job-related skills. Upon completion of the component, all participants will be able to operate and maintain a school bus in a safe and efficient manner.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate defensive driving skills with emphasis on **safety** and courtesy.
2. Discuss methods of maintaining desirable student behavior.
3. Implement transportation record-keeping methods.
4. Carry out proper daily bus maintenance techniques.
5. Specify the importance of maintaining good public relations.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition

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

- **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, demonstrations, discussions, and activities designed to meet the 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 G: Did not evaluate student outcomes as "evaluation method staff" was more relevant

- **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.

Date approved: 7/2012

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Clinical Educator Training

COMPONENT NUMBER: 7-517-001

    Function: 7

    Focus Area: 517

    Local Sequence Number(s): 001

POINTS TO BE EARNED: **60 per certificate**

PREREQUISITE:

Participants should have at least 5 years of experience teaching in Santa Rosa and have and Effective or Highly Effective on their last three evaluations.

DESCRIPTION:

The purpose of this training is to build capacity and guide the learning for clinical educators to, develop a growth mindset and apply it to their work with developing educators, conduct effective content planning conferences with developing professionals, become expert observers and diagnosticians of teaching and learning, and provide targeted feedback to developing educators about their teaching practices. Upon successful completion of the training, participants will be able to host and supervise pre-service teachers in their classroom.

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Participants will be able to:

1. Define growth mindset and articulate impacts of having each mindset (fixed/growth) in their work with developing educators.
2. Identify mindset orientation through observations and discussions with developing educators.
3. Provide feedback and professional learning experiences that foster growth mindsets in developing educators.
4. Provided coaching strategies and resources necessary to assist in the development of growth mindsets in developing educators.
5. Work with clinical educators to build an understanding of the effective elements of content planning conferences, which include developing alignment of standards, objectives, content, activities/tasks and assessments to ensure student mastery.
6. Use a nine-step process to conduct effective content planning conferences.
   Provide coaching strategies and necessary resources when conducting content planning conferences with developing educators.
   Identify key components in planning for effective observation.
7. Use evidence-based data collection techniques to observe developing educators.
8. Analyze data collected during observation to prepare for feedback conversations with developing educators.
9. Identify the tools and resources for providing effective targeted feedback to developing educators.
10. Conduct effective targeted feedback conversations with developing educators about their teaching practices.

LEARNING PROCEDURES (Methods):

    I: Job Embedded: Workshop

    C: Electronic, Non-Interactive

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

Clinical Educators will build capacity to work with developing educators by learning four essential skills: growth mindset, content planning conferences, observer and diagnosticians, and targeted feedback.

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

Participants will receive structured instruction by state approved facilitators who have trained in the four essential skills: growth mindset, content planning conferences, observer and diagnosticians, and targeted feedback. Activities and resources to build capacity and guide learning support the process.

IMPLEMENTATION/MONITORING PROCEDURES:
M: Structured Coaching/Mentoring
Structured coaching and mentoring will provide evidence of the level to which supervising teachers brought their knowledge of Clinical Educator Training back to the classroom and have used it with their pre-service student teachers. Participants should continuously incorporate their Clinical Educator Training in all aspects of their school day. In addition, they will collaborate with University personnel and provide/receive feedback on the status of the pre-service teacher.

IMPACT EVALUATION PROCEDURES:
  Staff   **B: Changes in Instructional leadership or faculty development practices**
  Student **G: Did not evaluate student outcomes as "evaluation method staff" is significantly more relevant**

- **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 engaged in reflection with their facilitator, administrator and the college supervisor.

    o **Improving Student Outcomes?**
Did not evaluate student outcomes due to the absence of reliable, valid and measurable cause and effect relationship between the professional development and impact on students.

Date approved: 7/2018
Department: Office of Professional Learning
Name(s) of Component Author(s): Michael Thorpe, Marianne Robey
Revision Date: 8/2019 (update the new format)

Clinical Supervision for Educators

COMPONENT NUMBER: 7-517-002
    Function: Management/Leadership/Planning (7)
    Focus Area: Instructional Leadership School Level (517)
    Local Sequence Number(s): 002

POINTS TO BE EARNED: 60 maximum points per year

PREREQUISITE:
Participants should have completed Clinical Educator Training within the last 5 years.

EVIDENCE OF COMPLETION:
Supervising teachers will provide documentation from the University/College of their work with pre-service teachers.

DESCRIPTION:

Teachers who are acting as supervising teachers of teacher interns or practicum students may earn inservice points (in lieu of a college voucher) for their daily guidance in developing skills for the areas of instructional strategies, classroom management and professional ethics with their supervised student teacher. Supervising teachers will earn 15 points for a practicum (field experience) student and 30 points for student teachers.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

The participants will be able to:

1. Demonstrate an understanding of principles of clinical education.
2. Demonstrate an understanding of the Educator Accomplished Practices at the pre-professional level.
3. Recognize and effectively work with individuals who have differing behavior styles.
4. Recognize levels of orientation of preservice teachers.
5. Model effective teaching techniques and instructional methodology.
6. Demonstrate communication skills including listening, responding and non-verbal.
7. Demonstrate skills of developing and maintaining trust.
8. Demonstrate knowledge of mediation skills of coaching.
9. Demonstrate questioning skills that enhance developing teacher cognition.
10. Analyze and synthesize data to diagnose and improve teacher behavior.
11. Provide specific feedback using effective conferencing techniques.
12. Apply appropriate Clinical Educator Training tools and processes.
13. Evaluate the pre-service teacher utilizing the University program guidelines.
14. Provide and receive feedback for the University intern/pre-intern supervisors.

LEARNING PROCEDURES (Methods):

    G: Structured Coaching/Mentoring
- **WHAT** will occur during this professional development component delivery?

Supervising teachers will work in collaboration with University/College personnel to supervise and evaluate full interns and/or pre-interns requiring field experience.

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

Supervising teachers will work in collaboration with University/College personnel to supervise and evaluate full interns and/or pre-interns by modeling, coaching and training the pre-service teacher. Supervising teachers will agree to complete Clinical Educator Training prior to receiving a pre-service teacher. They will work collaboratively with the University/College personnel to supervise and evaluate full interns and /or pre-interns requiring field experience by providing modeling and coaching.

IMPLEMENTATION/MONITORING PROCEDURES:

M: Structured Coaching/Mentoring

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: B: Changes in Instructional leadership or faculty development practices

Student G: Did not evaluate student outcomes as "evaluation method staff" is significantly 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?**

University/College personnel will evaluate the support provided by the supervising teacher and provide feedback data to the district.

  - **Changing Educator Practice?**

Structured coaching and mentoring will provide evidence of the level to which supervising teachers brought their knowledge of Clinical Educator Training back to the classroom and have used it with their pre-service student teachers. Participants should continuously incorporate their Clinical Educator Training in all aspects of their school day. In addition, they will collaborate with University personnel and provide/receive feedback on the status of the pre-service teacher.

  - **Improving Student Outcomes?**

Did not evaluate student outcomes as "evaluation method staff" is significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise or delete the component.

Date approved: 7/2018

Department: Office of Professional Learning

Name(s) of Component Author(s): Michael Thorpe, Marianne Robey

Revision Date: 8/2019 (update to new format)

Continuous Improvement: School Improvement

COMPONENT NUMBER: 9-518-001

> Function: Student Growth/Achievement/Success (9)
> Focus Area: School Improvement- District Level (518)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:
The purpose of this component is to provide teachers and administrators with the strategies needed to implement high quality instruction in each school. Through knowledge building and application activities, administration and faculty will formulate a plan to integrate research-based skills into classroom instruction, thus improving student achievement.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Understand and align instruction to the Florida State Standards.
2. Implement research-based instruction strategies for improving student outcomes.
3. Understand the Florida School Grade system and how school grade calculations are made.
4. Provide professional development at school sites addressing school improvement.
5. Adapt instructional strategies and classroom techniques for adapting curriculum to individual strengths, interests, and learning styles.
6. Adopt best practices for continuous site-based improvement.
7. Analyze student results and thereby adjust instruction relevant to student data outcomes.
8. Prepare students for both benchmark and state assessment environments.
9. Develop a plan to address achievement gaps.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition

- **WHAT** will occur during this professional development component delivery?
Participants will be involved in training activities that include a review of current research, practices, programs, policies, and resource materials, and sharing ideas.

- **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, materials review and laboratory activities designed to meet the 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):
    Collaborative planning – monitoring, and feedback related to targeted professional learning

    Provide professional development on school improvement at school sites.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
    Learning communities or other properly implemented team learning practices focused on job-

embedded learning supported by colleagues.

Feedback from administrators.

IMPACT EVALUATION PROCEDURES:
    Staff: A: Changes in instructional or learning environment practices
    Student: D: Observation of student performance

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

      o **Specific Learner Objectives?**

Participants will apply information learned as it specifically relates to their role in school improvement.

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities and documented observation by administrators.

      o **Increasing Educator Knowledge?**

Participants will participate in trainings, workshops, meetings activities, quizzes, reflective collaboration and discussions to gain knowledge that will directly impact school and student performance.

      o **Changing Educator Practice?**

Participants will engage in learning opportunities that directly impact professional development.

Participants will be asked to reflect, document and make decisions based upon acquired knowledge of the subject. Observations, school visits and analysis of reports by administrators will validate change in participant practices.

      o **Improving Student Outcomes?**

The goal of this component is to have a positive and direct impact on student learning as measured by state and district standardized assessments.

Date approved: 7/2012
Department: Continuous Improvement
Name(s) of Component Author(s): Sharon Patrick
Revision Date: 08/2019

Professional Learning Communities: Implementing School-Wide Change

COMPONENT NUMBER: 2-519-001
   Function: Faculty Development (2)
   Focus Area: Professional Learning Standards (519)
   Local Sequence Number: (001)
POINTS TO BE EARNED: **75 maximum points per year**

DESCRIPTION:

Participants will enhance their knowledge on the purposes and methodologies related to the goal(s) set by the professional learning community (PLC). The focus will be goal specific activities that are related to school improvement, collective responsibility, collaboration and goal alignment. Participants will apply PLC practices to state standards and instructional strategies to provide for teacher mastery and improve student performance.

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (guides development of the implementation agreements)

1. Build a collaborative culture in which educators work together interdependently and assume collective responsibility for the learning of all students.
2. Align the PLC goals with district and school goals.
3. Determine what all students should know and be able to do as a result of the course or unit of instruction that is the focus of the PLC.
4. Connect the PLC instructional focus to the students' learning needs, based on data analysis.
5. Participate in PLC regularly to study more effective learning and teaching practices by collegial discussions and planning, developing lesson plans, examining student work, monitoring student progress, assessing the effectiveness of instruction, and identifying needs for professional learning.
6. Implement practices discussed from the PLC in the classroom and share evidence of practice results with team members.
7. Collaborate on analyzing student data and/or student work.
8. Share strategies to promote and discuss each other's instructional methods and strategies.
9. Develop a collective knowledge of research-based practices and a common language for discussing teaching and learning.
10. Engage in collective inquiry about teaching and learning best practices.
11. Build shared knowledge to make more informed decisions.
12. Share ideas, methods and materials to expand educator's skills.
13. Implement an assessment system to monitor the work and effectiveness of the PLC.
14. Observe, discuss and refine practices of all team members.
15. Gather evidence to determine if all students are acquiring the knowledge and skills determined as most essential.
16. Monitor student learning on an ongoing basis.
17. Evaluate the degree to which the work is aligned to the goals.
18. Identify, acknowledge and celebrate PLC progress toward the goals.

LEARNING PROCEDURES (Methods):
   D: Learning Community/Lesson Study- this component is a job-embedded collegial support process
- **WHAT** will occur during this professional development component delivery?

Participants will engage in study of PLC processes, participate in regularly scheduled job-embedded professional learning communities to deepen knowledge, engaged in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.

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

  Professional Learning Community which include facilitated group discussions and collegial planning. Regular participation in the learning community, commitment to engage in the learning activities identified by the group, commitment to provide and receive feedback regarding implementation of new learning, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:

   O: Collaborative Planning

Collaborative planning will enable participants to receive on-going feedback regarding implementation efforts. Participants will collaboratively discuss, and review products related to key session content for use in classrooms. In addition, school administrators will routinely monitor PLC goals and progress to provide support and resources as identified by team members. Participants will meet elements of their individual professional development plan.

IMPACT EVALUATION PROCEDURES:

   Staff (Select most appropriate)

   A: Changes in instructional of learning environment practices

   B: Changes in instructional leadership or faculty development practices

   F: Changes in observed educator proficiency in implementing targeted state standards or initiatives

   G: Changes in observed educator proficiency in practices that occur generally without students present

   Student (Select most appropriate)

   A: Results of state or district developed/standardized student growth measure(s)

   B: Results of school/teacher-constructed student growth measure(s) that track student progress

   C: Portfolios of student work

   D: Observation of student performance

   F: Other performance assessment(s) that reveal impact on students including learning objectives and behavior growth

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

  o **Specific Learner Objectives?**

Throughout the training, participants will be provided with opportunities to reflect on their learning and demonstrate their knowledge of the PLC process.

  o **Increasing Educator Knowledge?**

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the PLC process, team members will also complete periodic assessments to determine the degree to which the PLC is impacting their mastery of the focus area goals and objectives.

  o **Changing Educator Practice?**

Participants will use multiple measures to determine changes in professional practice as a result of engaging in the PLC structure. These measures will include documentation of changes in instructional practices related to the PLC focus areas.

  o **Improving Student Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the PLC structure. These measures will include documentation of changes in instructional practices related to the PLC focus areas and changes in student performance.

Results from the following may be used as evidence:
- ✓ school/teacher-constructed student growth measures
- ✓ state or district-developed/standardized student growth measure(s)
- ✓ observation of student performance
- ✓ review of portfolios of student work
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

Date approved: 11/2014
Department: Professional Development Center
Name(s) of Component Author(s): Marianne Robey, Balinda Cook
Revision Date: June 17, 2019 (Update to new HQMIP format)

ESOL: For Other Subject Area Teachers/Beacon: ESOL-An Overview

COMPONENT NUMBER: 2-704-001

Function: Instructional Methodology/Faculty Development (1)
Focus Area: Subject matter knowledge for teachers (704)
Local Sequence Number(s): (001)

POINTS TO BE EARNED: **18 maximum points per certificate**
DESCRIPTION:
The purpose of this component is to assist teachers in developing attitudes, skills, and knowledge which will enable them to provide effective instruction for students who are English Language Learners. Upon successful completion of the component, participants will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels. (1.1.a)
2. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels. (1.1.b.)
3. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction. (1.1.c.)
4. Understand and apply knowledge about home/school connections to build partnerships with ELLS' families.(1.1.e)
5. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system. (2.1.a.)
6. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction. (3.1.c.)
7. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels. (3.2. a.)
8. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.i)
9. Plan for integrated standards-based ESOL and language sensitive content instruction. (4.1.a.)
10. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences. (4.1.c.)
11. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives. (4.1.e.)
12. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.b.)
13. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.c.)

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

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

Activities designed to accomplish the specific objectives will be conducted by qualified consultants). They may include, but will not be limited to, cross-cultural simulations, self-analysis, lectures, demonstrations, and cooperative learning activities.

- **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 research, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
    R: Electronic-interactive

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

Participant receives on-going monitoring and feedback via online facilitation on targeted learning.

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

District ESOL 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
        C: Portfolio of Student Work

- **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.

Date approved: 7/2012

Department:

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

ESOL: Update (NOT BANKABLE)

COMPONENT NUMBER: 2-705-001

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: ELL: Other705)
> Local Sequence Number(s): (004)

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

DESCRIPTION:

The purpose of this component is to provide teachers <u>supplemental</u> training in how to meet the educational needs of English Language Learners that they have in their classrooms. These activities are not part of the district approved ESOL add-on endorsement, nor are they part of the state-required inservice that content area teachers must take. The activities that are part of this component may cover methods for providing comprehensible instruction to ELLs, appropriate assessment approaches and accommodations, curriculum and resources, cultural considerations and research-based strategies. The component is designed to provide just-in-time support for teachers who currently have ELLs in their classes. Upon successful completion of the component, participants will be able to evaluate and appropriately integrate the concepts, strategies, information, and/or materials into their classrooms.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify components of successful instruction for ELLs
2. Identify the major principles of second language acquisition and describe how they affect learning to read in English.
3. Describe what readers do when they read.
4. Give some reasons why learning to read is difficult, especially in a second language.
5. Explore content-specific issues as they relate to cross-cultural communication and understanding,
6. Address the challenge of teaching in multicultural classrooms.
7. Define language learning as an academic skill in learning content,
8. Introduce strategies for effective use of the textbook.
9. Provide suggestions for modifying assignments,.
10. Consider adapting personal teaching techniques in consideration of the learning needs of ELLs.
11. Adapt classroom-based assessments for ELLs.

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, visitations 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 the 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.

Date approved: 7/2012
Department:
Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

Santa Rosa District Schools
Athletic Coaching

Add-On Endorsement
2019-2024

School Board Approval

The Santa Rosa County School Board has approved the Athletic Coaching Add-On Endorsement Program. This document will be housed in the Master Inservice Plan for the 2019-2024 school years.

THE SCHOOL DISTRICT OF SANTA ROSA COUNTY

_____   _____
Mr. Tim Wyrosdick, Superintendent   Mrs. Carol Boston, School Board Chair

Athletic Coaching Endorsement

I. TITLE

The School District of Santa Rosa's County's Inservice Add-On Certification Program for Athletic Coaching Endorsement

II. RATIONALE AND PURPOSE

This inservice program was developed to meet the following needs of the School District of Santa Rosa County:

1. Florida Statute 231.15 requires that anyone employed to coach in a Florida public school hold a state issued certificate. This inservice program, leading to the Athletic Coaching Endorsement, has been developed to meet the certification requirements for part-time coaches who do not hold a state issued certificate.

2. Successful completion of this inservice program will also provide coaches holding a Florida Professional Educator's certificate with the necessary inservice for adding the Athletic Coaching Endorsement to a current certificate.

The primary purpose of this program is to develop and increase the competencies of employees responsible for athletic coaching in Santa Rosa District Schools. The specified competencies to be gained by program participants are identified in the inservice components contained within this proposal.

Program Admission Requirements:

1. Employment as a teacher or part-time coach in the School District of Santa Rosa County or recommendation of the school principal.

2. A current Temporary Part-Time Athletic Coaching Certificate or a current Professional Educator's Certificate.

III. PROGRAM CONTENT/CURRICULUM

Individuals must earn a total of 180 inservice points, equivalent to 9 semester hours of college credit, by successfully completing the prescribed set of inservice components included in this program. Candidates for the Athletic Coaching Endorsement must earn 60 inservice points in each of the following three areas: (1) Care and Prevention of Athletic Injuries; (2) Coaching Theory; and (3) Theory and Practice of Coaching a Specific Sport.

College course work may be used in lieu of inservice for this endorsement program by using the following criteria:

1. Courses must be equivalent to a minimum of 60 inservice points (3 semester

hours) and must correspond with the content provided in the components listed in the Inservice Components Section of this document.

2.   Use of college courses for the coaching endorsement must be approved by the Educator Certification office.

3.   After completion of the college course, an official college transcript showing a grade equivalent of at least a "C" must be forwarded to the Professional Development Office.

IV.   **INSTRUCTIONAL DESIGN AND DELIVERY**

The prospective coach will meet with the District Athletic Director to initiate the coursework process. The District Athletic Director will verify the coach is eligible to participate in the coursework modules and will schedule a pre-coursework interview to coordinate and explain the coursework process. Upon verification of eligibility and the interview completion, the District Athletic Director will provide the coach with course information including a list of modules to complete and the location where to find them.

Participants who began their endorsement coursework prior to July 1, 2019 will complete their work through the district provided courses. These courses are provided through MyPD using a Moodle course. The coach will have a total of 45 days to complete the coursework module and return it to the District Athletic Director for his perusal and potential approval. If the completed module is not approved, it will be returned to the coach for corrections/revisions and the appropriate feedback will be provided.

All participants beginning July 1. 2019 and later will complete their coursework through an approved outside professionally accredited source such as the Human Kinetics Coach Education Center at http://www.asep.com/ . Upon completion of the three courses, Coaching Principles, Sport First Aid and Coaching "Sport Specific" participants will send their transcript to the District Athletic Director for approval.

Upon approval, the District Athletic Director will meet to review the approved module and the coach will be asked to provide feedback (survey) on the strengths and weaknesses of the coursework module. The District Athletic Director will complete the necessary documents acknowledging the successful completion of the coursework module. This documentation will be secured by the coach and utilized in the certification application process.

V.   **PROGRAM COMPLETION/CERTIFICATION REQUIREMENTS**

Successful completion of 180 inservice points (consistent with the Program Requirements Section of this document), as evidenced by district inservice records, and a valid cardiopulmonary resuscitation CPR/First Aid certificate issued by the American Heart Association or the American Red Cross shall constitute program completion. The District Athletic Director's office will verify the participant's

inservice credit for adding the Athletic Coaching Endorsement to his/her Florida Educator's Certificate.

The individual seeking the Athletic Coaching Endorsement shall confer with the district's Certification Office regarding the formal application process to the Florida Department of Education.

VI. PROGRAM EVALUATION

The program will be evaluated annually each spring by the Director, High Schools, Athletic Directors, and the High School Principals to determine the effectiveness of the program and needed changes.

VII. PROGRAM MANAGEME NT

Evaluation design: Participants will complete all module activities and demonstrate increased competency on at least 80% of the objectives as determined by the module/course activities or a pre- and post-test.

Director of High School Education and District Athletic Director will conduct a pre and post interview for each component with participants to check the level of understanding and will sign off on the component if an acceptable level is accomplished.

In addition, each individual will complete an online survey to evaluate the overall effectiveness of the component.

VIII. INSERVICE COMPONENTS

The Master Inservice Plan components that have been developed for this inservice endorsement program include: (1) a list of competencies to be attained by each participant; and (2) the assessment procedures to be followed in the attainment of competencies and the associated criteria for management and successful component completion.

1) Component 6414001 Care and Prevention of Athletic Injuries

2) Component 2011011 Coaching Theory

3) Component 2011012 Theory and Practice of Coaching a Specific Sport

Athletics: Coaching Theory

COMPONENT NUMBER: 2-011-011
    Function: Instructional Methodology/Faculty Development (2)
    Focus Area: Physical Education (011)
    Local Sequence Number(s): (011)

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

DESCRIPTION:
This component is designed to engage participants in knowledge about legal aspects, human growth and development psycho-social development, bio-physiological foundation, sport management and sport instruction that will improve coaching effectiveness.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Athletic Coaching
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component
- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☐ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component

IMPACT AREA(S):
Select all that apply.
      ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
      ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
      ☐ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1.   Legal Aspects
   a. Demonstrate proficiency in understanding tort liability in athletics.
   b. Understand the constitutional rights of student athletes.
   c. Identify minimum necessary athletic insurance coverage(s).
   d. Recognize and adhere to appropriate state and local policy and procedure regulations governing athletic participation.
   e. Understand contractual law as applied to athletic coaching.
   f. Be cognizant of appropriate coach/athlete interpersonal relations.
   g. Be aware of legal precedents and actions in athletic coaching.
   h. Maintain currency in field.

2.   Human Growth and Development
   a. Demonstrate an understanding of the characteristics of student athletes.
   b. Distinguish the experiences appropriate for student athletes at various stages   of growth development.
   c. Determine individualized, age appropriate, non-injurious training methods for student athletes.
   d. Maintain currency in field.

3.   Psycho-Social Development
   a. Understand the psychological aspects of athletic coaching.
   b. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete.

4.   Bio-Physiological Foundations
   a. Demonstrate current knowledge of normal human anatomical features and abnormal deviations.
   b. Identify knowledge of biomechanical principles appropriate to athletic coaching.
   c. Demonstrate understanding of exercise physiology as it relates to athletic coaching.
   d. Demonstrate understanding of body composition factors related to athletic performance potential.

5.   Sport Management
   a. Understand theoretical principles and strategies for successful athletic coaching.
   b. Understand managerial skills in use of equipment, facilities, and the deployment of personnel.
   c. Possess budget control skills.
   d. Knowledge of evaluation techniques.

            e.   Demonstrate ethical behaviors and decision making in personal relations with others.

6.   Instruction
            a.   Knowledge of sound instructional strategies in athletic coaching.

LEARNING PROCEDURES (Methods):

   A: Knowledge Acquisition Workshop
   B: Electronic - Interactive

- **WHAT** will occur during this professional development component delivery:
  Laboratory activities shall consist of methods, techniques, and recommended operational procedures by qualified professionals using lectures, demonstrations, and individual/group applications. Activities will include inservice in the following:

  1. Legal aspects of athletics
  2. Human growth and development
  3. Psycho-social development
  4. Bio-physiological foundations
  5. Sport management
  6. Instruction

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

Activities should include not only subject matter content, but also offer appropriate teaching methods, hand-on experiences, and appropriate on-the-field and off-the-field safety precautions and procedures.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Participants should complete this course within 45 days. Participants are responsible for the registration and purchase of the courses and associated materials based on their conversation with the District Athletic Director.

IMPLEMENTATION/MONITORING PROCEDURES:

   P: Participant Product related to the training or learning process
   E: Electronic – Interactive

Participant product related to the training will allow the participants to show what they have learned in the training. Participants will be asked to create scenarios to explain how they would address situations that occur. Some of the activities could also be done electronically in a facilitated online course.

IMPACT EVALUATION PROCEDURES:
   Staff (Select most appropriate)
   A: Changes in instructional or learning environment
   D: Other changes in practices supporting effective implementation of job responsibilities

   Student (Select most appropriate)
   D: Observation of student performance
   Z: Did not evaluate student outcomes due to absence of reliable, valid and measurable data

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

To the satisfaction of the consultant, each individual will complete assigned activities and demonstrate competency on at least 80% of the objectives, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.

- **Who will use the evaluation data gathered?**

The District Athletic Director and school administrators will use the evaluations data to determine if the participants are using the methods and strategies presented in this component to keep students safe and healthy. Ongoing observations and discussions with the participants as well as students will help administrators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
   a. What evaluation data addresses value of the PD design?
   b. What evaluation data addresses quality of implementation the P D?
   c. Who will use these aspects of PD evaluation data?

In addition to data collected above, periodic checks of student injuries and performance will be done to make sure that correct procedures and policies were followed during class, practice and games. Any concerns or questions will be address through the school administrator and the District Grade Level Director.

Date approved: July, 2012
Department: High School Department
Name(s) of Component Author(s): Jason Weeks, Marianne Robey
Revision Date: March 8, 2019

Athletics: Theory and Practice of Coaching a Specific Sport

COMPONENT NUMBER: 2-011-012
    Function: Instructional Methodology/Faculty Development (2)
    Focus Area: Physical Education (011)
    Local Sequence Number(s): (012)

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

DESCRIPTION:
Participants will acquire knowledge about basic content and recent advances in coaching of a selected interscholastic sport. Training should include skill acquisition, coaching/ teaching methods, trends, hands-on laboratory experiences, and appropriate safety precautions and procedures.

<u>LINK(s) TO PRIORITY INITIATIVES:</u>
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Athletic Coaching of Specific Sport
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component
- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☐ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

      ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted

      ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job

      ☐ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Identify the importance of selected interscholastic sport as a lifelong activity.
2. State the importance of a selected interscholastic sport as a part of our culture.
3. Identify the rules and terminology used in a selected interscholastic sport.
4. Identify the strategies of team and/or individual play in a selected interscholastic sport.
5. Identify the strategies of individual position play in a selected interscholastic sport.
6. Exhibit a knowledge of safety practices necessary to participate in a selected interscholastic sport.
7. State the physical fitness value derived from participation in selected interscholastic sports.
8. Identify the skills necessary to participate in selected interscholastic sports.
9. Identify positive sportsmanship techniques in participating in selected interscholastic sports.
10. Identify new methods and techniques for more effective coaching in selected interscholastic sports.
11. Identify innovative methods of organizing and administering a selected interscholastic sport.
12. Identify national, state, local policy revisions that will affect the administering of a selected interscholastic sport.
13. Exhibit a basic understanding and knowledge of sport medicine as it pertains to selected interscholastic sports.
14. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

LEARNING PROCEDURES (Methods):

    A: Knowledge Acquisition Workshop
    B: Electronic - Interactive

- **WHAT** will occur during this professional development component delivery:
  Laboratory activities shall consist of methods, techniques, and recommended operational procedures by qualified professionals using lectures, demonstrations, and individual/group applications. Activities will include inservice in the following:
  1. Strategies of play.
  2. Skill acquisition.
  3. Sport assessment.
  4. Sport improvement.
  5. Sport organization and management.
  6. Safety procedures.
  7. Sportsmanship/social values.

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

Activities should include not only subject matter content, but also offer appropriate teaching methods, hand-on experiences, and appropriate on-the-field and off-the-field safety precautions and procedures.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Participants should complete this course within 45 days. Participants are responsible for the registration and purchase of the courses and associated materials based on their conversation with the District Athletic Director.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant Product related to the training or learning process
  E: Electronic – Interactive

Participant product related to the training will allow the participants to show what they have learned in the training. Participants will be asked to create scenarios to explain how they would address situations that occur. Some of the activities could also be done electronically in a facilitated online course.

IMPACT EVALUATION PROCEDURES:
  Staff (Select most appropriate)
  A: Changes in instructional or learning environment
  D: Other changes in practices supporting effective implementation of job responsibilities

  Student (Select most appropriate)
  D: Observation of student performance
  Z: Did not evaluate student outcomes due to absence of reliable, valid and measurable data

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

To the satisfaction of the consultant, each individual will complete assigned activities and demonstrate competency on at least 80% of the objectives, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.

- **Who will use the evaluation data gathered?**

The District Athletic Director and school administrators will use the evaluations data to determine if the participants are using the methods and strategies presented in this component to keep students safe and healthy. Ongoing observations and discussions with the participants as well as students will help administrators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
    d. What evaluation data addresses value of the PD design?
    e. What evaluation data addresses quality of implementation the P D?
    f. Who will use these aspects of PD evaluation data?

In addition to data collected above, periodic checks of student injuries and performance will be done to

make sure that correct procedures and policies were followed during class, practice and games. Any concerns or questions will be address through the school administrator and the District Grade Level Director.

Athletics: Care and Prevention of Athletic Injuries
(Sports Medicine)

COMPONENT NUMBER: 6-414-001
> Function: School Safety/Safe Learning Environment/School Culture (6)
> Focus Area: Physical and Mental Health Issues (414)
> Local Sequence Number(s): Click here to enter text. (001)

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

DESCRIPTION:
Participants will acquire additional knowledge and skills in care and prevention of athletic injury whereas the participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling and acquire a basis for making healthy lifestyle decisions. This component is designed to enable the participant to increase their knowledge of basic content and recent advances in care and prevention of athletic injuries, as well as the dangers and effects of drug use. This includes injury detection, injury treatment, rehabilitation, reconditioning, counseling, and injury prevention and dangers, symptoms and possible long-term effects of drug use including performance-enhancing drugs.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component
- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes

☒ Learning Designs
☒ Implementation of Learning
☐ Evaluating Professional Learning
☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted

☐ Repetitive practice leading to changes in proficiency of educator or leader on the job

☐ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Demonstrate thorough knowledge of athletic nutrition and ability to advise athletes concerning nutrition.
2. Identify skills needed to recognize athletic injury.
3. Display abilities in selection of appropriate athletic injury treatment modalities.
4. Identify appropriate first aid emergency planning and care procedures.
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
6. Demonstrate an understanding of athletic injury counseling methodology.
7. Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance.
8. Identify accepted methods for conduct of inservice training.
9. Demonstrate an understanding of athletic injury reporting systems.
10. Identify major characteristics of illegal substance use problems; recommend/refer identified athletes appropriately.
11. Acquire knowledge of the dangers and effects of drug use, including performance-enhancing drugs.
12. Maintain currency in the field.
13. Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
14. State the importance of a knowledge of sports medicine as a lifelong activity.

LEARNING PROCEDURES (Methods):

A: Knowledge Acquisition Workshop
B: Electronic – Interactive

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

Laboratory activities shall consist of methods, techniques, and recommended operational procedures by certified trainers and physicians: by lectures, demonstrations, and individual/group applications. Activities will include, but not limited to, the following:

1. Application of standard first aid, as evidenced by submission of current First Aid card to instructor.
2. Cardiopulmonary resuscitation, as evidenced by submission of current CPR card to instructor.

3. Taping and wrapping techniques.
4. Conditioning and rehabilitation methods.
5. Anatomy and physiology as related to sports medicine.
6. Conference/seminars.

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

Activities should include not only subject matter content, but also offer appropriate teaching methods, hands-on laboratory experiences, and appropriate on-the-field, off-the-field safety precautions and procedures.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Participants should complete this course within 45 days. Participants are responsible for the registration and purchase of the courses and associated materials based on their conversation with the District Athletic Director.

IMPLEMENTATION/MONITORING PROCEDURES:

   P: Participant Product related to the training or learning process
   R: Electronic – Interactive

Participant product related to the training will allow the participants to show what they have learned in the training. Participants will be asked to create scenarios to explain how they would address situations that occur. Some of the activities could also be done electronically in a facilitated online course.

IMPACT EVALUATION PROCEDURES:
   Staff (Select most appropriate)
   A: Changes in instructional or learning environment
   D: Other changes in practices supporting effective implementation of job responsibilities

   Student (Select most appropriate)
   D: Observation of student performance
   Z: Did not evaluate student outcomes due to absence of reliable, valid and measurable data

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

To the satisfaction of the consultant, each individual will complete assigned activities and demonstrate competency on at least 80% of the objectives, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC. Participants will also submit copies of current First Aid card and CPR card to instructor.

- **Who will use the evaluation data gathered?**

The District Athletic Director and school administrators will use the evaluations data to determine if the participants are using the methods and strategies presented in this component to keep students safe and healthy. Ongoing observations and discussions with the participants as well as students will help administrators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
    g. What evaluation data addresses value of the PD design?
    h. What evaluation data addresses quality of implementation the P D?
    i. Who will use these aspects of PD evaluation data?

In addition to data collected above, periodic checks of student injuries and performance will be done to make sure that correct procedures and policies were followed during class, practice and games. Any concerns or questions will be address through the school administrator and the District Grade Level Director.

Date approved: July, 2012
Department: High School Department
Name(s) of Component Author(s): Jason Weeks, Marianne Robey
Revision Date: March 8, 2019

The School District of

Santa Rosa County

Add On Endorsement for

Autism Spectrum Disorders

2018-2023
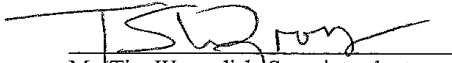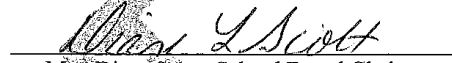
SCHOOL BOARD APPROVAL

The Santa Rosa County School Board has approved the Autism Spectrum Disorder add- on Endorsement Program into the district master in-service plan.

THE SCHOOL DISTRICT OF SANTA ROSA COUNTY

_____
Mr. Tim Wyrosdick, Superintendent

_____
Mrs. Diane Scott, School Board Chair

2

Table of Contents

The School District of Santa Rosa County

ADD-ON ENDORSEMENT PROGRAM

K-12

Autism Endorsement

1. PROGRAM TITLE

Add-on Endorsement Program: Autism Endorsement

2. Program Rationale and Purpose

State Board Rule 6A.-4.0l796, effective July 1, 2002, instituted the state-wide requirement that beginning July 1, 2011, instructors of students in kindergarten through grade twelve with more than one hundred percent of their students identified as a student with an Autism Spectrum Disorder (ASD) be certified in an exceptional student education area and have an endorsement in autism. This rule, 6A.-4.01796, FAC., Specialization Requirements for Endorsement in Autism - Academic Class, outlines the requirements for the endorsement in autism.

Due to the

- Increase in the prevalence of children with ASD by the National Institute of Mental Health to 1:59 births based on 2018 reports (https://www.nimh.nih.gov/health/statistics/autism-spectrum-disorder-asd.shtml),
- The subsequent increase in school populations of students with ASD and demand for services within schools,
- The identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- An insufficient number of highly qualified teachers needed to staff ASD classrooms,

Santa Rosa County Schools has chosen to initiate the Autism add-on endorsement program.

3. PROGRAM CONTENT/CURRICULUM

COMPETENCIES

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Autism Endorsement. Each component has been developed in accordance with the requirements for the Santa Rosa Master In-service Plan (MIP). Components included for the MIP are: 2-101-026, 2-100-083, 2-100-084, 4-102-002. More specific information about the components can be found in Appendix A. Eligibility for the program is contingent on the participating teacher holding a current certification in any K-12 Exceptional Education area. Participants must demonstrate a theoretical and functional knowledge of a minimum of 80% of the course objectives and complete all summative assignments to receive credit for the component. Field experiences will be an element of application within each in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

SPECIALIZATION STUDIES

An overview of rule 6A-4.01796 Specialization Requirements for Endorsement in Autism -Academic Class, reveals the following requirements which will be addressed in this proposal:

1. A bachelor's or higher degree with certification in any exceptional student education area; and
2. Twelve (12) semester hours to include:
   a. Positive Behavior Supports for Students with Autism
   b. Communication Needs for Students with Autism
   c. Nature, Needs and Assessment for Students with Autism
   d. Diagnosis and Assessment for Students with Autism
   e. Field-based experience with students with Autism Spectrum Disorders.

Participants will develop classroom techniques for using applied behavior analysis principles and behavioral strategies for students with autism. Investigate data collection, functions of behavior, preventing challenging behaviors, and ethics in applying behavioral techniques. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

NATIONALLY RECOGNIZED GUIDELINES

Data on nationally recognized guidelines have been culled from various sources in Florida, California, and Virginia. In 2004, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which autism certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Autism, which addresses basic information regarding what the diagnosis of ASD means; Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with an ASD;

2. Communication, which focuses on one of the primary diagnostic areas of need for ASD;
3. Social Skill, which focuses on one of the primary diagnostic areas of need for ASD;
4. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
5. Sensory Motor Development, which addresses the needs of some individuals with an ASD to have sensory motor supports.

This add-on endorsement program addresses all six of these competencies within the four courses proposed, and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement program offered by The School District of Miami-Dade, as well as state- approved programs in the states of Virginia and California. As research continues, and especially upon release of the anticipated National Standards Report, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to The Florida Department of Education as required.

INSTRUCTIONAL DESIGN AND DELIVERY

INSTRUCTIONAL STRANDS

Autism Endorsement: Diagnosis and Assessment of Students with Autism	Autism Endorsement: Positive Behavior Supports	Autism Endorsement: Communication Needs of Students with Autism	Autism Endorsement: Nature and Needs of Students with Autism
1. Characteristics of ASD 2. Assessment and Diagnosis 3. Individual Learning Goals, IEP, Curricula 4. Teaching Methodologies	1. Behavior, communication, sensory, and social issues in ASD 2. Basic Behavioral Principles 3. Preference and Reinforcer Assessment Methodology 4. Evidence-Based Instructional Methodologies and Strategies 5. Acquisition Goals, Data Collection, and Graphic Analysis 6. Behavior Definitions and Functions of Behavior 7. Important Issues with Functional Behavioral Assessment 8. Determining Appropriate Interventions for Positive Behavior Intervention Plans 9. Treatment Integrity 5. 11. Reduction Goals, Data Collection, and Graphic Analysis	1. Supporting Communicative and Language Competence 2. Continuum of approaches to assessment and intervention 3. Functional, expressive and receptive communication 4. Augmentative and alternative communication (AAC) strategies 5. Integrating verbal and nonverbal forms of communication	1. Academic Content Standards for Student Achievement 2. Assessment and Tracking Student Progress 3. Instructional Design and Lesson Planning 4. Learning Environment 5. Professional and Ethical Behavior

INSTRUCTIONAL DELIVERY

Tasks within the in-service components include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over an extended period of time. It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

Component Number	Master Plan Points	Component Title
2-101-026	60	**Autism: Positive Behavior Supports** Includes field-based experience
2-100-083	60	**Communication Needs of Students with Autism** Includes field-based experience
2-100-084	60	**Autism: Nature and Needs** Includes field-based experience
4-102-002	60	**Diagnosis and Assessment of Students with Autism** Includes field-based experience

All in-service training components have been developed based on the criteria set in the Master In-service Plan.

6A-4.01796 Specialization Requirements for Endorsement in Autism – Academic Class Competencies	Component Number	CEC Autism Spectrum Disorder Standards *CEC Advanced Specialty Standards*	Method of Competency Demonstration
(a) Behavior management and positive behavior supports for students with Autism Spectrum Disorder; 1. Demonstrate	2-101-026	**DDA.5.S4** **DDA.5.S14** **DDA.6.K6** *SEDAS.3.S3* *SEDAS.3.S10* *SEDAS.3.S12*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection

		SEDAS.3.S14 SEDAS.6.S1	3) Case studies analysis 4) Field experience application of course concepts
2.Design strategies for developing comprehensive behavioral intervention plans. A. Prevention of behaviors; B. Replacement behaviors; C. Changing responses; and D. Lifestyle interventions based on data from functional behavior assessment.	2-101-026	DDA.4.S3 DDA.5.S5	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
3. Demonstrate understanding of core deficits (communication and social) to behavior. A. Social stories; B. Functional communication; C. Common misconceptions of behavior; and D. Social skills training.	2-101-026	DDA.3.S2 DDA.6.K5	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
4. Demonstrate understanding of applied behavior analysis principles. A. Reinforcement; B. Prompting C. Shaping D. Fading and E. Task analysis.	2-101-026	DDA.5.S11 SEDAS.3.S11 SEDAS 6.S2	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts through the development of a

			task analysis and a behavior chain
(b) Use of assistive and instructional technology and natural, alternative, and augmentative communication systems for students with Autism Spectrum Disorder; 1. Demonstrate understanding of communication characteristics and deficits of students with autism spectrum disorder. A. Limited communication; B. Limited joint attention; C. Communicative functions; and D. Unconventional forms of communication.	2-100-083	**DDA.1.K5** **DDA.4.S2**	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience administration of language screenings
2. Design strategies for alternative methods of communication. A. Picture systems such as picture exchange communication system (PECS) and communication boards; B. Symbol representation hierarchy; and C. Literacy related supports	2-100-083	**DDA.5.S2** *SEDAS.6.S3*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
3. Demonstrate understanding of different interventions for communication. A. Traditional, to include verbal behavior and	2-100-083	*SEDAS.3.S6* *SEDAS.3.S7*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant

discrete trial training; B. Naturalistic, to include incidental learning and pivotal response; C. Social interventions, such as social stories and comic strip conversations; and D. Engineering the environment.			2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts including data collection
c) Nature of Autism Spectrum Disorder and intervention strategies for educating students who have Autism spectrum Disorder to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and 1. Demonstrate knowledge of the major characteristics of autism spectrum disorders and the range of functioning level across all domains.	2-100-084	**DDA.1.K2** **DDA.1.K4** **DDA.1.K7** **DDA.1.K8** **DDA.1.K9** **DDA.6.K5** *SEDAS.1.S1* *SEDAS.1.S2* *SEDAS.5.S2*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with Autism Spectrum Disorders.	2-100-084	**DDA.1.K2** **DDA.1.K4** **DDA.1.K7** **DDA.1.K8** **DDA.1.K9** **DDA.6.K5** *SEDAS.1.S1* *SEDAS.1.S2*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Analysis of past and present researchers in the field of autism and behavioral analysis

		SEDAS.5.S	3) Answer short response questions
			4) Self-reflection
3. Explain the implications for the impact of Autism Spectrum Disorders on the family and interaction of the student with Autism spectrum Disorders and the family.	2-100-084	**DDA.6.K7** **DDA.7.K1** *SEDAS.1.S7* *SEDAS.5.S3* *SEDAS.5.S5* *SEDAS.6.K1* *SEDAS.6.K2* *SEDAS.7.S2* *SEDAS.7.S3* *SEDAS.7.S4* *SEDAS.7.S5*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
4. Describe formal and informal strategies for assessment of the following domains: speech and/or language communication; social-emotional, psychomotor, and cognitive areas of development.	2-100-084	*SEDAS.1.K4* *SEDAS.4.S1*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience administration of assessments.
5. Describe the decision-making process for determining a communication and/or language system(s).	2-100-084	*SEDAS.3.K3*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors,	2-100-084	**DDA.1.K6** **DDA.5.S13**	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the

including specific relationships between environmental events and the student's behavior.			educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.	2-100-084	**DDA.2.S1** **DDA.2.S4** *SEDAS.1.S8* *SEDAS.3.K1* *SEDAS.3.S5*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of teacher instructional control integrity checklist
8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.	2-100-084	**DDA.2.S3** **DDA.3.S1** **DDA.3.S5** **DDA.5.S12** **DDA.5.S15** *SEDAS.3.S1* *SEDAS.5.S1* *SEDAS.6.S4* *SEDAS.6.S5* *SEDAS.6.S6*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
9. Design strategies for arranging the environment to promote opportunities to enhance communicative initiations and interactions; opportunities for appropriate play and leisure activities; self-	2-100-084	**DDA.4.K2** **DDA.5.S10** *SEDAS.3.K2* *SEDAS.3.K4* *SEDAS.3.S8* *SEDAS.3.S9* *SEDAS.5.S4*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course

regulation and self-control; and the establishment of increasing independence in all areas of functioning.			concepts
10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism spectrum disorders.	2-100-084	**DDA.1.K3** **DDA.5.K1** **DDA.5.K2** **DDA.6.K4** *SEDAS.1.K5* *SEDAS.1.S10* *SEDAS.5.K1*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Completion of multiple choice assessments
11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).	2-100-084	**DDA.2.S2** **DDA.3.K1** **DDA.3.S3** **DDA.3.S6** **DDA.3.S4** **DDA.5.S6** **DDA.5.S7** **DDA.5.S8** **DDA.7.S1** *SEDAS.1.K6* *SEDAS.1.S6* *SEDAS.1.S9* *SEDAS.2.K1* *SEDAS.3.S2* *SEDAS.3.S4* *SEDAS.3.S13* *SEDAS.7.S1*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience application of course concepts
(d) Assessment and diagnosis of Autism Spectrum Disorder; and **1. Demonstrate**	4-102-002	**DDA.4.K1** **DDA.4.K3** **DDA.6.K1** **DDA.4.K4**	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant

understanding of the instruments used and process utilized for a comprehensive evaluation. A. Characteristics for determining eligibility; B. Autism-specific instruments such as the Autism Diagnostic Observational Schedule, Second Edition ADOS-2), Autism Diagnostic Interview – Revised (ADI-R); and C. Recommendations for educational programming/IEP development.		**DDA.5.S1** **DDA.6.K1** *SEDAS.1.K1* *SEDAS.1.K2*	2) Self-reflection 3) Case studies analysis 4) Field experience administration of assessments
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development. A. Portfolio assessment; B. Curriculum-based measurement (CBM) and assessment (CBA); C. Data interpretation; and D. E. Using assessment to determine present levels of performance.	4-102-002	**DDA.4.S1** **DDA.5.S16** *SEDAS.1.K3* *SEDAS.1.S4* *SEDAS.1.S5* *SEDAS.2.K2*	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Field experience administration of assessments

COURSE INSTRUCTORS

Course instructors will be required to possess a master's degree or higher and have a minimum of three years qualified experience working with students identified with an Autism Spectrum Disorder. Instructors within the school district served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector. Santa Rosa County recognizes Beacon or an approved College/University as a recommended provider for classes needed to obtain the Autism Endorsement.

COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of in-service points will be maintained by the district and the district Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded in-service credit per the Master In-service Plan. Upon successful completion of all four required courses, the district Professional Development Office in conjunction with the ESE Department will provide the participant with credit or in-service points noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder Endorsement. The teacher will then be eligible to apply for the Florida Educator's Add-on Autism Endorsement.

B. COMPETENCY DEMONSTRATION

Participants complete formative and summative component assignments and the course facilitator provides individualized feedback. Each participant's submissions are electronically archived. Communication between participants and facilitators is archived as well.

Autism course facilitators use the following guidelines to evaluate submitted assignments.

● The facilitator uses the stated criteria and sample responses to determine whether the evidence provided by the participant is acceptable.

● For exercises that have met 80% or more of the criteria, the facilitator approves the assignment and provides the participant with corrective feedback and ideas for extension of their learning.

● For exercises lacking 80% of the criteria, the facilitator provides corrective feedback and additional guidance until at least 80% of the criteria is met by the participant.

C. COMPETENCY VERIFICATION

Any student providing documentation from a Florida public or private university with an approved Autism add-on endorsement program where a letter grade of a "B" or better was achieved will be allowed to substitute such credit for the applicable course. That decision will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office. A participant receiving approval for such coursework must provide documentation to the district Professional Development Office.

PROGRAM EVALUATION

A. EVALUATION PLAN

The effect of the in-service provided will be evaluated by participants at the conclusion of each course taught. The ESE/Professional Development directors in each district will review the evaluations regarding instructor competence and participant measure of satisfaction regarding skill development. The effectiveness of the program in its attempt to enable participants to acquire competencies will be evaluated using classroom observations and personnel interviews. Continuing programmatic evaluation administered by districts will measure carry-over of training and assessment of future training and support needs of each participant in the acquisition of specialization components.

The management, operation and delivery of the program will be determined efficient and meeting the needs of the districts and participants as evidenced by a cost report and summary of course/program completers at the conclusion of each term. It is anticipated that the program will be cost effective for the district in that highly qualified personnel are employed, appropriate curriculum is provided, and

compensatory education has not been required.

B. **AN ANNUAL REVIEW**
The program will be assessed by participants, instructors, and district Autism Spectrum Disorder administrative staff to determine program effectiveness, program efficiency in terms of management, operation, delivery, and cost effectiveness. Evaluation criteria will be acquired through on-going survey feedback and data monitored by Beacon Educator.

1. Descriptive Data
Formal program evaluation will provide the following data.

- Number of active teachers in courses
- Number of teachers interested in taking courses

2. Client Satisfaction Data
For each course, the participants' feedback in Beacon Educator will be analyzed to determine if the
- content is clearly presented and helpful feedback is provided,
- additional information links are current, and
- curriculum is pertinent to their professional development needs.

C. LOGISTICAL SUPPORT
Annual program costs will be calculated from existing training records, consultant fees, and district or project expenditures.
Any program revisions resulting from these evaluation procedures will be reported to FDOE.

MANAGEMENT

A. **ADMISSION**
Primary responsibility for pursuit of the Autism Add-on Endorsement lies with individual teachers wanting or needing this credential. However, advisement and support to teachers of students with autism is provided by building-level administrators who monitor faculty certifications and teaching assignments.
The monitoring function enables schools to identify teachers who must comply with training and certification requirements. Affected teachers are notified of the training/certification requirement and informed about training opportunities. It is the school administrator's responsibility to monitor for teacher compliance.
Autism Add-on Endorsement courses are offered in a format that allows for ongoing, year-round delivery, which makes them easily accessible to those pursuing the Autism Spectrum Disorder Add-on Endorsement

To be eligible for the Add-on Endorsement Program for Autism Endorsement, a teacher must meet the following criteria:
1. Full-time instructional employee of the school district.
2. Hold a valid Florida Educator's Certificate (Temporary or Professional) in any area of exceptional student education;
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board, or Florida Department of Education.

B. ADVISEMENT

Applicants may access information regarding the Autism Spectrum Disorder Add-on Endorsement and the course schedule through the Santa Rosa District School's website for Professional Development or designee, or through the Human Resources department. Additional information regarding the Autism Add On Endorsement will be provided through the ESE Office from Program Facilitators and District Administration.

C. ATTENDANCE

Attendance is mandatory unless an absence is excused by the instructor for serious or extreme emergency. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one in-service point for each clock hour of component participation, up to 60 hours per component.

D. TRANSFER OF CREDIT

Equivalent or higher content level college credit obtained from a state accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to in-service points with each semester credit hour equivalent to twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the ESE Department. Once the ESE Department verifies the class, the ESE Department will work in conjunction with the Professional Development Office to ensure credit of in-service points if eligible.

In-service credit earned while employed in another district may be applied to the Add-On Certification provided:

1. The component is of equivalent or higher content level.
2. The component was earned as part of a Florida-approved Add-On Certification Program. Participants must request an official In-service Transfer Record be sent from the previous employer to the district's Professional Development Director.

E. CERTIFICATION OF COMPLETION

When participants have demonstrated competency by successfully completing the required Autism Spectrum Disorder Endorsement courses, the certification process begins. It is the responsibility of the teacher to apply for the Autism Spectrum Disorder Add-on Certification by submitting the request to the District's Certification and Compliance Officer for Human Resources and Employee Support Services who forwards the request to the Florida Department of Education, Teacher Certification for processing.

Autism Endorsement: Positive Behavior Supports

COMPONENT NUMBER: 2-101-026

    Function: Faculty Development (2)

    Focus Area: Classroom Management for Students with Disabilities (101)

    Local Sequence Number(s): 026

POINTS TO BE EARNED: **60 maximum points per certificate**

DESCRIPTION:

Participants will learn how to develop classroom techniques for using applied behavior analysis principles and behavioral strategies for students with autism. Data collection, functions of behavior, preventing challenging behaviors, and ethics in applying behavioral techniques will all be addressed in this course. Participants will be expected to document their field experience in administering a preference assessment to a student, completing an Instructional Control self-assessment with the assistance of a school leader, and assessing a student's mastery of a skill based on a task analysis that has been created and tech steps in that skill to the student.

LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.3	☒ 3.1.2 ; 3.1.3 ; 3.1.5
Learning	☒ 1.2.2 ; 1.2.3 ; 1.2.4	☒ 2.2.2 ; 2.2.3 ; 2.2.4	☒ 3.2.2; 3.2.3; 3.2.4; 3.2.9
Implementing	☒ 1.3.1	☐ 2.3.1	☐ 3.3.1

| Evaluating | ☒ 1.4.2 ; 1.4.3 | ☐ | ☐ 3.4.2; 3.4.4 |

☐ Check here if not significantly related to any Protocol Standard

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

The History of Applied Behavior Analysis:

- familiarize themselves with the historical context and development of Applied Behavior Analysis,
- demonstrate a basic understanding of the principles of the pure science of behavior analysis and Applied Behavior Analysis,
- recognize the Seven Dimensions of Applied Behavior Analysis, and
- identify the evidence-based practices for instruction of students with an autism diagnosis.

Principles of Reinforcement and Punishment:

- recognize the effects of reinforcement and punishment of various types on behavior,
- complete **Field Exercise 1** by administering a Preference Assessment and interpreting its results,
- develop an awareness of the importance of the concept of pairing with students,
- compile a rich list of student reinforcer ideas,
- embed understanding of the terms satiation and deprivation when using student reinforcers,
- demonstrate an understanding of and seek improvement in classroom Instructional Control based on feedback provided through classroom observation, and
- complete **Field Experience 2** by completing an Instructional Control self-assessment.

Teaching Using Behavioral Principles

- become aware of the purpose for and factors that are important when choosing and administering multiple assessment instruments,
- recognize the three core areas of functioning that should be assessed in students with ASD,
- enhance data collection and recording skills,
- identify the Discrete Trial Training teaching procedures and strategies,
- recognize the hierarchy of prompting types and their respective prompting strategies,
- identify errorless teaching procedures, and
- compare and contrast Natural Environment Training to Discrete Trial Training.

Measurement and Data Collection

- recognize the importance of accurately defining target behaviors;
- develop an awareness of the dimensions of behavior;
- when collecting behavioral data, determine the appropriate measure: count, rate, duration, latency, and inter-response time;

20

- develop an awareness of school personnel available to support ASD students and resource materials available for classroom data collection;
- complete **Field Experience Activity #3** and observe, record, and analyze behavior; and
- enhance knowledge of graph components and of the data graphing process.

Functions of Behavior and Intervention Plans
- identify the function of behaviors;
- identify antecedents, behaviors, and consequences;
- recognize behavioral setting events;
- utilize tools for gathering data for a functional behavior assessment (FBA); and
- use gathered data from the FBA to develop a Behavior Intervention Plan (BIP).

Strategies to Increase and Develop New Behaviors
- recognize the major types of reinforcement schedules and their benefits,
- recognize the terms of shaping and chaining,
- develop task analysis skills, and
- complete **Field Exercise #4** which includes a task analysis and chaining tasks.

Preventing Challenging Behaviors: PBIS in Action
- explore the background of the development of Positive Behavior Interventions and Supports (PBIS),
- recognize the preventative schoolwide and classroom-level tenets of PBIS, and
- identify the next steps to take when preventative behavioral strategies have not had the desired result.

Dealing with Challenging Behaviors
- analyze and chose interventions and replacement behaviors based on the function of behavior, and
- recognize socially appropriate replacement behaviors.

Additional Strategies in Dealing with Challenging Behaviors
- explore the use of behavior contracts, group contingencies and token economies for managing student behavior.

Ethics and ABA in the Classroom
- familiarize themselves with the definition of ethics; and
- identify the ethical elements of the application of Applied Behavior Analysis in the classroom to include
  - therapeutic environment,
  - behavior change focused on student benefit,
  - professional use of ABA through collaboration,
  - student independence-focused goals,
  - ongoing data collection and evaluation,
  - teacher accountability

LEARNING PROCEDURES (Methods):

 B: Electronic, Interactive- this component includes facilitation supporting development/application on the job

 I: Job Embedded: Workshop- this component is focused on modeling and supporting new/improved practices being successfully demonstrated on the job

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

Participants will engage in study of Positive Behavior Support processes by attending at least 80% of the scheduled training sessions, participate in job-embedded activities to deepen knowledge, engage in

21

modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.

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

This training will be provided primarily in an online environment to provide teachers flexibility in their courses. District facilitated workshops may also be offered.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Regular participation in the coursework, commitment to engage in the learning activities identified by the syllabus, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

T: Evaluation of Practice Indicators

Participant product related to training or learning process will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day. In addition, school administrators will routinely monitor the participant's use of the new knowledge while conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:

Staff (Select most appropriate)
A: Changes in instructional of learning environment practices
F: Changes in observed educator proficiency in implementing targeted state standards or initiatives

Student (Select most appropriate)
A: Results of state or district-developed/standardized student growth measure(s)
B: Results of school/teacher-constructed student growth measure(s) that track student progress
C: Portfolios of student work
D: Observation of student performance
F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:
- ✓ school/teacher-constructed student growth measures
- ✓ state or district-developed/standardized student growth measure(s)
- ✓ observation of student performance
- ✓ review of portfolios of student work
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

- **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the district ESE department who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
  - What evaluation data addresses value of the PD design?
  - What evaluation data addresses quality of implementation the P D?
  - Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the training, participants will also complete field experience to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. These field experiences will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of content/process, or to align changes in teacher performance to student achievement.

Date approved: 7 January 2019
Department: ESE Department
Name(s) of Component Author(s):, Tiffanie Coleman
Revision Date: N/A

CEC Standards:
CEC Autism Spectrum Disorder Standards/*CEC Advanced Specialty Standards*

(a) Behavior management and positive behavior supports for students with Autism Spectrum Disorder; 1. Demonstrate understanding of person centered planning.	**DDA.5.S4** **DDA.5.S9** **DDA.5.S14** **DDA.6.K6** ***SEDAS.3.S3*** ***SEDAS.3.S10*** ***SEDAS.3.S12*** ***SEDAS.3.S14*** ***SEDAS.6.S1***
2. Design strategies for developing comprehensive behavioral intervention plans. A. Prevention of behaviors; B. Replacement behaviors; C. Changing responses; and D. Lifestyle interventions based on data from functional behavior assessment.	**DDA.4.S3** **DDA.5.S5**
3. Demonstrate understanding of core deficits (communication and social) to behavior. A. Social stories; B. Functional communication; C. Common misconceptions of behavior; and D. Social skills training.	**DDA.3.S2** **DDA.6.K5**
4. Demonstrate understanding of applied behavior analysis principles. A. Reinforcement; B. Prompting C. Shaping D. Fading and E. Task analysis.	**DDA.5.S11** ***SEDAS.3.S11***

Autism Endorsement: Communication Needs of Students with Autism

COMPONENT NUMBER: 2-100-083

> Function: Faculty Development (2)
> Focus Area: Instructional Strategies for Students with Disabilities (100)
> Local Sequence Number(s): 083

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

Participants will learn how to evaluate and plan for the language and communication needs of students with Autism
Spectrum Disorder using augmentative and alternative communication systems as determined by individual student need.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.3	☒ 3.1.2 ; 3.1.3 ; 3.1.5
Learning	☒ 1.2.2 ; 1.2.3 ; 1.2.4	☒ 2.2.2 ; 2.2.3 ; 2.2.4	☒ 3.2.2; 3.2.3; 3.2.4; 3.2.9
Implementing	☒ 1.3.1	☐ 2.3.1	☐ 3.3.1
Evaluating	☒ 1.4.2 ; 1.4.3	☐	☐ 3.4.2; 3.4.4

☐ Check here if not significantly related to any Protocol Standard

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful

completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.
- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
- ☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Demonstrate understanding of communication characteristics and deficits of students with ASD, such as:
   a. limited communication
   b. limited joint attention
   c. communication forms and functions
   d. unconventional forms of communication
   e. echolalia
2. Recognize the effects of communication differences
   a. Identify communication development as normal or atypical using a developmental checklist (field experience)
   b. Behavior as communication: Explain how communication skills affect a student's self-management and behavior
   c. Explain the link between the difficulty with identifying and effectively using visual cues in the student's environment, the ability of the student with ASD to get the intended meaning, and appropriate social behavior.
   d. Understand the deficits in adaptive and life skills that accompany ASD
   e. Understand the rationale for using Alternative or Augmentative Communication (AAC) for students with ASD.
3. Discuss alternative methods of communication and learning
   a. Picture systems such as picture exchange communication system and communication boards, symbol representation hierarchy, and literacy related supports
4. Explore additional alternative methods of communication and learning
   a. Examine different alternative augmentative communication systems used in working with students with ASD
5. Utilize more alternative methods of communication and learning
   a. Explore a variety of visual and object based systems used to promote communication and language development
   b. Understand the difference between choice systems and communication systems. Identify appropriate instructional technology that can be used to assist students with ASD of differing abilities.
   c. Design supports and interventions for activities of daily living and organization appropriate to students age and developmental level.
   d. Demonstrate understanding of the range of no tech and low tech assistive technology (AT) support and the application of those supports in the classroom.
6. Employ behavioral interventions for communication
   a. Behavioral approaches to include verbal behavior and discrete trial training
   b. Naturalistic to include incidental learning and pivotal response
   c. Social interventions, pragmatics (include video modeling)
7. Arrange the classroom environment for communication development

a. Engineering the environment
   b. Identify opportunities where students can interact in natural situations using natural cues and consequences.
   c. Understand the use of immediate and consistent feedback to encourage a student's communication attempt.
   d. Learn strategies for using echolalia to expand a student's skills.
   e. Identify methods to elicit spontaneous communication attempts.
8. Address individual student needs based on assessment
   a. Identify and describe various communication assessment tools used with students with ASD.
   b. Name four areas of communication assessment
   c. Identify activities which facilitate communication interaction in the home and in school (include potential barriers) (field experience)
   d. Describe procedures used to initiate an AT or AAC referral
   e. Explain policies and procedures outlined in the technical assistance papers from the Florida Department of Education (FDOE) related to AT.
9. Applying communication strategies in the classroom
   a. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology into the curriculum. (field experience)
   b. Identify characteristics indicative of success with augmentative communication systems
   c. Individualize the communication systems to meet the specific needs of students.

LEARNING PROCEDURES (Methods):

 B: Electronic, Interactive- this component includes facilitation supporting development/application on the job

 I: Job Embedded: Workshop- this component is focused on modeling and supporting new/improved practices being successfully demonstrated on the job

- **WHAT** will occur during this professional development component delivery:
  Participants will engage in study of the communication needs of students with Autism by attending at least 80% of the scheduled training sessions, participate in job-embedded activities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.
- **HOW** will the experiences be provided to participants during this delivery:
This training will be provided primarily in an online environment to provide teachers flexibility in their courses. District facilitated workshops may also be offered.
- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):
  Regular participation in the coursework, commitment to engage in the learning activities identified by the syllabus, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant Product related to training or learning process
  T: Evaluation of Practice Indicators
Participant product related to training or learning process will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day. In addition, school administrators will routinely monitor the participant's use of the new knowledge while

conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:

Staff (Select most appropriate)

A: Changes in instructional of learning environment practices

F: Changes in observed educator proficiency in implementing targeted state standards or initiatives

Student (Select most appropriate)

A: Results of state or district-developed/standardized student growth measure(s)

B: Results of school/teacher-constructed student growth measure(s) that track student progress

C: Portfolios of student work

D: Observation of student performance

F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:

- ✓ school/teacher-constructed student growth measures
- ✓ state or district-developed/standardized student growth measure(s)
- ✓ observation of student performance
- ✓ review of portfolios of student work
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

- **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the district ESE department who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
  - What evaluation data addresses value of the PD design?
  - What evaluation data addresses quality of implementation the P D?
  - Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the training, participants will also complete field experience to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. These field experiences will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of content/process, or to align changes in teacher performance to student achievement.

Date approved: 7 January 2019

Department: ESE Department

Name(s) of Component Author(s): Tiffanie Coleman, Marianne Robey

Revision Date: N/A

(b) Use of assistive and instructional technology and natural, alternative, and augmentative communication systems for students with Autism Spectrum Disorder; 1.Demonstrate understanding of communication characteristics and deficits of students with autism spectrum disorder. A. Limited communication; B. Limited joint attention; C. Communicative functions; and D. Unconventional forms of communication.	**DDA.1.K5** **DDA.4.S2**
2. Design strategies for alternative methods of communication. A. Picture systems such as picture exchange communication system (PECS) and communication boards; B. Symbol representation hierarchy; and C. Literacy related supports	**DDA.5.S2** *SEDAS.6.S3*
3. Demonstrate understanding of different interventions for communication. A. Traditional, to include verbal behavior and discrete trial training; B. Naturalistic, to include incidental learning and pivotal response; C. Social interventions, such as social stories and comic strip conversations; and D. Engineering the environment.	*SEDAS.3.S6* *SEDAS.3.S7*

Autism Endorsement: Nature and Needs

COMPONENT NUMBER: 2-100-084

Function: Faculty Development (2)
Focus Area: Instructional Strategies for students with disabilities (100)
Local Sequence Number(s): 084

POINTS TO BE EARNED: **60 maximum points per certificate**

DESCRIPTION:

Participants will develop a working knowledge of Autism Spectrum Disorder with emphasis on a historical perspective, the impact of the disability, environmental impact, planning, goal setting, and strategies for working with individuals with ASD.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)
- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.3	☒ 3.1.2 ; 3.1.3 ; 3.1.5
Learning	☒ 1.2.2 ; 1.2.3 ; 1.2.4	☒ 2.2.2 ; 2.2.3 ; 2.2.4	☒ 3.2.2; 3.2.3; 3.2.4; 3.2.9
Implementing	☒ 1.3.1	☐ 2.3.1	☐ 3.3.1
Evaluating	☒ 1.4.2 ; 1.4.3	☐	☐ 3.4.2; 3.4.4

☐ Check here if not significantly related to any Protocol Standard

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Familiarize themselves with the history of Autism Spectrum Disorders as a disability area.
   - Identify Pervasive Developmental Disorder-Not Otherwise Specified discuss sub-types as a "subthreshold" autism" and Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5).
   - Develop an awareness of current beliefs as to the etiology and prevalence of ASD.
   - Participants will familiarize themselves with the Triad of the Autism Spectrum Disorder and the impact of the disability.
   - Educational eligibility criteria vs. DSM-V criteria
2. Identify the impact of Autism Spectrum Disorders on learning and acquiring new skills.
   - Communication
   - Range of cognitive abilities
   - Social Skill development
   - Inability to control emotional responses
   - Impact of stereotypical/repetitive behaviors
   - Describe potential courses of development and outcomes in individuals with ASD from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
3. Develop and propose appropriate Individualized Education Plans and goals and objectives from evaluative information.
4. Note areas of strength to develop and scaffold learning of communication, social and academic learning.
   - Gather parent and other team members' input.
   - Read and interpret evaluative materials
   - Develop strengths and weaknesses statements
   - Align with state and local standards.
   - Discuss participation in state assessment vs. alternative assessments and criteria for each
5. Determine classroom design and set up to provide the optimal setting for learning for Individuals with Autism Spectrum Disorders.
   - Furniture arrangement
   - Adult assignments
   - Develop and teach routines
   - Resources for teaching Adaptive Life Skills
6. Identify strengths and reinforcements to develop Visual Supports for learning academics and skill development. Establishing visual schedules and reinforcement is a critical means of communication needed to support learning in many areas for individuals on the autism spectrum.
7. Develop a variety of work systems to teach new skills and increase work initiation and work completion for all students.
8. Introduced to using visual strategies to support behavior regulation.
9. Familiar with a variety of visual supports that allow students to communicate wants and needs, understand their environment and maintain appropriate behavior.

10. Develop an understanding of social learning and the impact that this area of concern has on Individuals with Autism Spectrum Disorders. Strategies to support social learning and the generalization of the skills will be explored in detail.
11. Become familiar with specific accommodations that can be put in place to support academic learning in general education settings. All content areas will be discussed with attention given to supports specific to various learning styles of students with autism.
12. Synthesize course topics in order to prioritize supports, schedule, and work with teams to ensure learning and academic progress of students with ASD.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive- this component includes facilitation supporting development/application on the job

I: Job Embedded: Workshop- this component is focused on modeling and supporting new/improved practices being successfully demonstrated on the job

- **WHAT** will occur during this professional development component delivery:
Participants will engage in study of the nature and needs of students with Autism by attending at least 80% of the scheduled training sessions, participate in job-embedded activities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.
- **HOW** will the experiences be provided to participants during this delivery:
This training will be provided primarily in an online environment to provide teachers flexibility in their courses. District facilitated workshops may also be offered.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):
Regular participation in the coursework, commitment to engage in the learning activities identified by the syllabus, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:
P: Participant Product related to training or learning process
T: Evaluation of Practice Indicators
Participant product related to training or learning process will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day. In addition, school administrators will routinely monitor the participant's use of the new knowledge while conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:
Staff (Select most appropriate)
A: Changes in instructional of learning environment practices
F: Changes in observed educator proficiency in implementing targeted state standards or initiatives
G: Changes in observed educator proficiency in practices that occur generally without students present
Student (Select most appropriate)
A: Results of state or district-developed/standardized student growth measure(s)

B: Results of school/teacher-constructed student growth measure(s) that track student progress

C: Portfolios of student work

D: Observation of student performance

F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:

- ✓ school/teacher-constructed student growth measures
- ✓ state or district-developed/standardized student growth measure(s)
- ✓ observation of student performance
- ✓ review of portfolios of student work
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

- **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the district ESE department who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
  - What evaluation data addresses value of the PD design?
  - What evaluation data addresses quality of implementation the P D?
  - Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the training, participants will also complete field experience to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. These field experiences will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of content/process, or to align changes in teacher performance to student achievement.

Date approved: 7 January 2019

Department: ESE Department

Name(s) of Component Author(s): Tiffanie Coleman, Marianne Robey

Revision Date: N/A

CEC Standards:

CEC Autism Spectrum Disorder Standards/CEC Advanced Specialty Standards

(c) Nature of Autism Spectrum Disorder and intervention strategies for educating students who have Autism spectrum Disorder to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements;	DDA.1.K2 DDA.1.K4 DDA.1.K7

and 1. Demonstrate knowledge of the major characteristics of autism spectrum disorders and the range of functioning level across all domains.	**DDA.1.K8** **DDA.1.K9** **DDA.6.K5** *SEDAS.1.S1* *SEDAS.1.S2* *SEDAS.5.S2*
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with Autism Spectrum Disorders.	**DDA.1.K2** **DDA.1.K4** **DDA.1.K7** **DDA.1.K8** **DDA.1.K9** **DDA.6.K5** *SEDAS.1.S1* *SEDAS.1.S2* *SEDAS.5.S2*
3. Explain the implications for the impact of Autism Spectrum Disorders on the family and interaction of the student with Autism spectrum Disorders and the family.	**DDA.6.K7** **DDA.7.K1** *SEDAS.1.S7* *SEDAS.5.S3* *SEDAS.5.S5* *SEDAS.6.K1* *SEDAS.6.K2* *SEDAS.7.S2* *SEDAS.7.S3* *SEDAS.7.S4* *SEDAS.7.S5*
4. Describe formal and informal strategies for assessment of the following domains: speech and/or language communication; social-emotional, psychomotor, and cognitive areas of development.	*SEDAS.1.K4* *SEDAS.4.S1*
5. Describe the decision-making process for determining a communication and/or language system(s).	*SEDAS.3.K3*
6. . Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.	**DDA.1.K6** **DDA.5.S13**
7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.	**DDA.2.S1** **DDA.2.S4** *SEDAS.1.S8* *SEDAS.3.K1* *SEDAS.3.S5*
8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.	**DDA.2.S3** **DDA.3.S1** **DDA.3.S5**

	DDA.5.S12 **DDA.5.S15** *SEDAS.3.S1* *SEDAS.5.S1* *SEDAS.6.S4* *SEDAS.6.S5* *SEDAS.6.S6*
9. Design strategies for arranging the environment to promote opportunities to enhance communicative initiations and interactions; opportunities for appropriate play and leisure activities; self-regulation and self-control; and the establishment of increasing independence in all areas of functioning.	**DDA.4.K2** **DDA.5.S10** *SEDAS.3.K2* *SEDAS.3.K4* *SEDAS.3.S8* *SEDAS.3.S9* *SEDAS.5.S4*
10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism spectrum disorders.	**DDA.1.K3** **DDA.5.K1** **DDA.5.K2** **DDA.6.K4** *SEDAS.1.K5* *SEDAS.1.S10* *SEDAS.5.K1*
11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).	**DDA.2.S2** **DDA.3.K1** **DDA.3.S3** **DDA.3.S6** **DDA.3.S4** **DDA.5.S6** **DDA.5.S7** **DDA.5.S8** **DDA.7.S1** *SEDAS.1.K6* *SEDAS.1.S6* *SEDAS.1.S9* *SEDAS.2.K1* *SEDAS.3.S2* *SEDAS.3.S4* *SEDAS.3.S13* *SEDAS.7.S1*

Autism Endorsement: Diagnosis and Assessment of Students with Autism

COMPONENT NUMBER: 4-102-002

> Function: Assessment and Data Analysis (4)
> Focus Area: Assessment for students with disabilities (102)
> Local Sequence Number(s): 002

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

Participants will gain an understanding of assessment and diagnosis of students with ASD and how to apply this information when teaching, monitoring, and maintaining new skills.

LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.3	☒ 3.1.2 ; 3.1.3 ; 3.1.5
Learning	☒ 1.2.2 ; 1.2.3 ; 1.2.4	☒ 2.2.2 ; 2.2.3 ; 2.2.4	☒ 3.2.2; 3.2.3; 3.2.4; 3.2.9
Implementing	☒ 1.3.1	☐ 2.3.1	☐ 3.3.1.
Evaluating	☒ 1.4.2 ; 1.4.3	☐	☐ 3.4.2; 3.4.4

☐ Check here if not significantly related to any Protocol Standard

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):

Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☐ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Understand communication development differences for students with ASD utilizing a developmental checklist.
2. Describe formal and informal strategies for assessment of the following domains: speech-language communication, social-emotional, psychomotor and cognitive areas of development.
3. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
4. Demonstrate the ability to design a behavior program that includes ecological, antecedent, and curricular components based on a functional assessment.
5. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
    a. characteristics for determining eligibility;
    b. autism-specific instruments, such as the Autism Spectrum Ratings Scale (ASRS),
    c. Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview-Revised (ADI-R);
    d. recommendations for educational programming/IEP or IEP development.
6. Describe strategies for conducting ongoing classroom-based assessments as well as data-based decision making and program development.
    a. Classroom-based Management (CBM) and Classroom-based Assessments (CBA);
    b. data interpretation;
    c. using assessment to determine present levels of performance and
    d. integrating and evaluating Assistive Technology as an instructional support
7. Identify diagnostic criteria for Autism Spectrum Disorders per the most recent version of the Diagnostic and Statistical Manual.
8. Identify eligibility criteria for ASD as defined by the most recent version of the DSM-5, and the definition/description used by FDOE.
9. Compare and contrast the state's eligibility criteria for ASD with the most recent version of the Diagnostic and Statistical Manual.
10. Assess and identify the learning styles and uneven profiles observed in individuals with ASD.
11. List behaviors that could indicate the presence of a mental health or disability disorder.
12. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with ASD and emotional comorbidity.
13. Differentiate between standardized and non-standardized assessments.
14. Identify current evaluation instruments used in the diagnosis of autism; for example,
    - Gilliam Autism Rating Scale (GARS),
    - Modified Checklist for Autism in Toddlers (M-CHAT),
    - Autism Diagnostic Observation Schedule (ADOS),
    - Autism Diagnostic Interview-Revised (ADI-R),
- Communication and Symbolic Behavior Scales (CSBS), AND
- Childhood Autism Rating Scale (CARS).
15. Analyze the pros and cons of three evaluation instruments used in the diagnosis of ASD.
16. List and describe several assessment instruments currently used by district school psychologists in

determining an intelligence quotient (IQ) for students.

17. Understand the pros and cons of utilizing IQs as a measurement of a student with ASD potential.
18. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels

of functioning and inform instructional planning.

19. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment

data, and develop an individualized program using evidence-based methodologies and promising practices.

20. Demonstrate knowledge of the impact of common medical issues for persons with ASD, such as
- seizure disorders,
- chronic otitis media,
- chronic constipation or diarrhea,
- eating and sleep issues,
- use of psychotropic medications, etc.
21. Consider and plan for transitional needs of students
- prekindergarten to elementary,
- elementary to middle,
- middle to high,
- high to postsecondary activities, such as employment, adult living, recreation, community living, and
- post-secondary.
22. Identify the criteria utilized by the Individualized Educational Plan (IEP) team to determine appropriate state

assessment participation.

23. Use data and ongoing assessments to modify program content and presentation

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive- this component includes facilitation supporting development/application on the job

I: Job Embedded: Workshop- this component is focused on modeling and supporting new/improved practices being successfully demonstrated on the job

- **WHAT** will occur during this professional development component delivery:
  Participants will engage in study of the diagnosis and assessment of students with Autism by attending at least 80% of the scheduled training sessions, participate in job-embedded activities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.
- **HOW** will the experiences be provided to participants during this delivery:

This training will be provided primarily in an online environment to provide teachers flexibility in their courses. District facilitated workshops may also be offered.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Regular participation in the coursework, commitment to engage in the learning activities identified by the syllabus, commitment to collect data regarding changes in teaching performance and student performance

as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant Product related to training or learning process
    T: Evaluation of Practice Indicators

Participant product related to training or learning process will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day. In addition, school administrators will routinely monitor the participant's use of the new knowledge while conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:
    Staff (Select most appropriate)
    A: Changes in instructional of learning environment practices
    G: Changes in observed educator proficiency in practices that occur generally without students present
    Student (Select most appropriate)
    F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral   growth
    G: Did not evaluated student outcome as "evaluation method, staff is significantly more relevant measure of assessing impact

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:

- ✓ school/teacher-constructed student growth measures
- ✓ state or district-developed/standardized student growth measure(s)
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

- **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the district ESE department who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
  - What evaluation data addresses value of the PD design?
  - What evaluation data addresses quality of implementation the P D?
  - Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the training, participants will also complete field experience to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. These field experiences will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of content/process, or to align changes in teacher performance to student achievement.

Date approved: 7 January 2019

Department: ESE Department

**Name(s) of Component Author(s):** Tiffanie Coleman, Marianne Robey

Revision Date: N/A

CEC Standards:
CEC Autism Spectrum Disorder Standards/CEC Advanced Specialty Standards

(d) Assessment and diagnosis of Autism Spectrum Disorder; and 1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation. A. Characteristics for determining eligibility; B. Autism-specific instruments such as the Autism Diagnostic Observational Schedule, Second Edition ADOS-2), Autism Diagnostic Interview − Revised (ADI-R); and C. Recommendations for educational programming/IEP development.	**DDA.4.K1** **DDA.4.K3** **DDA.6.K1** **DDA.4.K4** **DDA.5.S1** **DDA.6.K1** *SEDAS.1.K1* *SEDAS.1.K2*
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development. A. Portfolio assessment; B. Curriculum-based measurement (CBM) and assessment (CBA); C. Data interpretation; and D. E. Using assessment to determine present levels of performance.	**DDA.4.S1** **DDA.5.S3** **DDA.5.S16** *SEDAS.1.K3* *SEDAS.1.S4* *SEDAS.1.S5* *SEDAS.2.K2* *SEDAS.2.K2*

ESOL Add-On
Endorsement Program
2019-2024
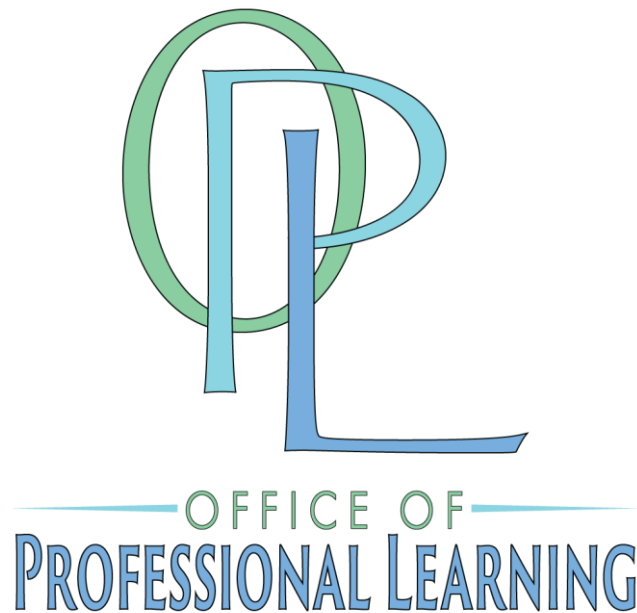
Tim Wyrosdick, Superintendent
THE SCHOOL BOARD OF SANTA ROSA COUNTY, FLORIDA
Milton, Florida 32570

ESOL ADD-ON ENDORSEMENT PROGRAM

K-12

Endorsement

PROGRAM RATIONALE AND PURPOSE

IDENTIFIED NEED

Florida Statute 233.058 and State Board Rule 6A-6.0907 specify certification requirements for teachers of English Language Learners (ELL). Additionally, the Florida Consent Decree specifies that teachers teaching Basic ESOL and or English Language Arts to ELLs have ESOL coverage or ESOL endorsement. This in combination with the increasing ELL student population in Florida has resulted in a significant increase in the number of teachers who require the ESOL endorsement to be highly qualified teachers.

The purposes of this District Add-On Certification Program are to ensure that limited ELLs have appropriately qualified teachers; to develop competencies of teachers assigned out-of-field in ESOL to enable them to perform effectively in such assignments; to assist teachers in obtaining or renewing certification; and to provide professional development for teachers interested in better meeting the needs of students.

The primary target group for this program is teachers who are identified as out-of-field in ESOL. A secondary target group is teachers who are out of compliance with state requirements for ESOL inservice. The training is appropriate for any teacher seeking renewal of certification and as such they may be considered for the program as an additional priority. Other certified teachers who express an interest in the program may participate on a space available basis.

PROGRAM CONTENT/CURRICULUM

COMPETENCIES
The competencies embedded within this program are set by the State of Florida and include the following general knowledge competencies and competencies in professional education studies.

MASTERY OF GENERAL KNOWLEDGE
Teachers holding a temporary certificate must pass the General Knowledge exam within one year from the date of employment in a Florida public school in order to continue employment in any Florida public school under the temporary certificate. Teachers holding a temporary certificate and desiring to enroll in this endorsement program may do so and may add the endorsement to the temporary certificate.

Teachers currently certified on a professional certificate in Florida are assumed to have met General Knowledge competencies as specified in the Florida Statutes and State Board of Education Rules, 1012.56, Subsection 3, by virtue of holding the professional certificate.

SPECIALIZATION STUDIES
An overview of rule 6A-5.061(2) Specialization Requirements for Endorsement of ESOL, reveals the following requirements which will be addressed in this proposal:

(1) A bachelor's or higher degree with certification in education
(2) An Alternative Certification that meets FL DOE requirements
(3) 300 hours or ESOL Inservice to address the areas listed below:
- o Applied Linguistics
- o Cross Cultural Communication and Understanding
- o ESOL Curriculum Materials and Development
- o Testing and Evaluation of ESOL
- o Methods of Teaching ESOL

PROFESSIONAL EDUCATION STUDIES
Teachers holding a temporary certificate have up to three years to pass the Professional Education Exam; temporary certificates are valid for a period of three years and are non-renewable. Teachers holding a temporary certificate and desiring to enroll in this endorsement program may do so and may add the endorsement to the temporary certificate.

Teachers currently possessing a professional certificate in Florida are assumed to have met the Professional Education Exam competencies as specified in the Florida Statues and State Board of Education Rules, 1012.56, Subsection 3, by virtue of holding the professional certificate.

NATIONALLY RECOGNIZED GUIDELINES
Florida's ESOL standards for professional development have been developed in collaboration with FL ESOL educators and based on national standards for teachers of ELLs as well as the Florida Consent Decree requirements.

INSTRUCTIONAL DESIGN AND DELIVERY

This program is an integrative approach which may incorporate college coursework and district Inservice components in isolation, or a combination of both, in each of the following five areas:
- o Applied Linguistics
- o Cross-Cultural Communication and Understanding
- o ESOL Curriculum and Materials Development
- o Testing and Evaluation of ESOL
- o Methods of Teaching ESOL

Santa Rosa District Schools
Add-On Master Inservice Components

ESOL: Methods of Teaching

COMPONENT NUMBER: 2-700-003

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for ELL students (700)
> Local Sequence Number(s): (003)

POINTS TO BE EARNED: 60 Points per Certificate
DESCRIPTION:
After completing this course, teachers will know, manage and implement a variety of standards-based strategies and techniques for developing and integrating English listening, speaking, reading and writing. Teachers will be able to support ESOL students' access to the core curriculum by teaching language through academic content.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

☒ Academic content standards for student achievement
☐ Assessment and tracking student progress
☒ Collegial learning practices
☐ Continuous Improvement practices
☒ Digital Learning/Technology Infusion
☐ Evaluation system indicators/rubrics/components
☒ Instructional design and lesson planning
☐ Instructional leadership (as per FPLS standards)
☒ Learning environment (as per FEAPS standards)
☐ Mastery of a specific instructional practice: Click here to enter text.
☐ Mastery of a specific leadership practice: Click here to enter text.
☐ Multi-tiered System of Supports (MTSS)
☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☐ Non-Classroom Instructional staff proficiencies supporting student success
☐ Organizational leadership proficiencies (as per FPLS)
☐ Professional and ethical behavior
☐ Regulatory or compliance requirements
☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

☒ Leadership
☒ Professional Learning Needs
☐ Professional Learning Resources
☐ Learning Outcomes
☒ Learning Designs

☒ Implementation of Learning
☐ Evaluating Professional Learning
☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Standard 1: ESL/ESOL Research and History
3.1. a. Demonstrate knowledge of L2 teaching methods in their historical context.
3.1. b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1. c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction
3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
3.2. b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
3.2. c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
3.2. d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
3.2. e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
3.2. i. Use appropriate listening, speaking, reading and writing activities in teaching ELLs from diverse backgrounds and at varying proficiency levels.
3.2.j Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area materials.

3.2. k Provide instruction that integrates listening, speaking, reading and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Effective Use of Resources and Technologies
3.3. a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3.3.c Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

LEARNING PROCEDURES (Methods):
    B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

- **HOW** will the experiences be provided to participants during this delivery?
Reflection/Dialogue Exercises require application exercised that include a dialogue between a facilitator and the participant, a case study, and lesson plan development.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):
Course activities will required approximately five to six hours per week. Additionally, participants must successfully demonstrate knowledge gained from the course content by successfully completing ten Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant Product related to training or learning process
    R: Electronic- interactive with on-going monitoring and feedback
Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
    Staff
A: Changes in instructional or learning environment practices implemented in the classroom or directly with students
    Student
G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more

relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre- and post-tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader.

- **Who will use the evaluation data gathered?**

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 10 the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

- **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered:
    a. What evaluation data addresses value of the PD design?
    b. What evaluation data addresses quality of implementation the P D?
    c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for ELLs in their classroom.

Date approved: July, 2012
Department: Literacy Department
Name(s) of Component Author(s): Patti McKnight, Donna Walker
Revision Date: April 3, 2019

ESOL: Curriculum and Materials Development

COMPONENT NUMBER: 2-703-002

      Function: Instructional Methodology/ Faculty Development (2)
      Focus Area: Alignment of curriculum in language instruction education programs to ELP standards (703)
      Local Sequence Number(s): (002)

POINTS TO BE EARNED: 60 points per certificate
DESCRIPTION:

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Teachers are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

      ☒ Academic content standards for student achievement
      ☐ Assessment and tracking student progress
      ☒ Collegial learning practices
      ☒ Continuous Improvement practices
      ☐ Digital Learning/Technology Infusion
      ☒ Evaluation system indicators/rubrics/components
      ☐ Instructional design and lesson planning
      ☐ Instructional leadership (as per FPLS standards)
      ☐ Learning environment (as per FEAPS standards)
      ☐ Mastery of a specific instructional practice: Click here to enter text.
      ☐ Mastery of a specific leadership practice: Click here to enter text.
      ☐ Multi-tiered System of Supports (MTSS)
      ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
      ☒ Non-Classroom Instructional staff proficiencies supporting student success
      ☐ Organizational leadership proficiencies (as per FPLS)
      ☒ Professional and ethical behavior
      ☒ Regulatory or compliance requirements
      ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

      ☒ Leadership
      ☒ Professional Learning Needs
      ☐ Professional Learning Resources

☒ Learning Outcomes
☐ Learning Designs
☒ Implementation of Learning
☐ Evaluating Professional Learning
☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Standard 1: Planning for Standards-Based Instruction of ELLs
Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.
   Performance Indicators
   4.1. a. Plan for integrated standards-based ESOL and language sensitive content instruction.
   4.1. b. Create supportive, accepting, student-centered classroom environments.
   4.1. c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating Ells' cultural background knowledge, learning styles, and prior formal educational experiences.
   4.1. d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
   4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Standard 2: Instructional Resources and Technology
Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.
   Performance Indicators
   4.2. a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.

4.2. b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to Ells' developing English language and literacy.
4.2. c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

LEARNING PROCEDURES (Methods):
B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

- **HOW** will the experiences be provided to participants during this delivery?
Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. These activities will require approximately five to six hours per week.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):
Participants must successfully demonstrate knowledge gained from course content by successfully completing six Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. In addition to the six Reflection/Dialogue Exercises, participants create two ESOL appropriate instructional plans that target ELLs identified at specific stages of oral language development. Reflection/Dialogue Exercises and instructional plans require application exercises that include a dialogue between a facilitator and the participant, lesson evaluation, observation and critique of a lesson, lesson plan development and implementation.

IMPLEMENTATION/MONITORING PROCEDURES:
P: Participant Product related to training or learning process
R: Electronic- interactive with on-going monitoring and feedback
Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
Staff
A: Changes in instructional or learning environment practices implemented in the classroom or directly with students
Student

G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre- and post-tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader.

- **Who will use the evaluation data gathered?**

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 10 the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

- **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered:
    d. What evaluation data addresses value of the PD design?
    e. What evaluation data addresses quality of implementation the P D?
    f. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for ELLs in their classroom.

Date approved: July, 2012
Department: Literacy Department
Name(s) of Component Author(s): Patti McKnight, Donna Walker
Revision Date: April 23, 2019

ESOL: Testing and Evaluations

COMPONENT NUMBER: 2-701-002

Function: Instructional Methodology/ Faculty Development (2)
Focus Area: Understanding and implementation of assessment of ELL students (701)
Local Sequence Number(s): (002)

POINTS TO BE EARNED: 60 points per certificate
DESCRIPTION:
Teachers will understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

☒ Academic content standards for student achievement
☒ Assessment and tracking student progress
☒ Collegial learning practices
☐ Continuous Improvement practices
☐ Digital Learning/Technology Infusion
☒ Evaluation system indicators/rubrics/components
☐ Instructional design and lesson planning
☐ Instructional leadership (as per FPLS standards)
☐ Learning environment (as per FEAPS standards)
☐ Mastery of a specific instructional practice: Click here to enter text.
☐ Mastery of a specific leadership practice: Click here to enter text.
☐ Multi-tiered System of Supports (MTSS)
☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒ Non-Classroom Instructional staff proficiencies supporting student success
☐ Organizational leadership proficiencies (as per FPLS)
☒ Professional and ethical behavior
☒ Regulatory or compliance requirements
☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

☒ Leadership
☒ Professional Learning Needs
☐ Professional Learning Resources
☒ Learning Outcomes
☐ Learning Designs
☒ Implementation of Learning
☐ Evaluating Professional Learning

☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Standard 1: Assessment Issues for ELLs
Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Performance Indicators
5.1. a. Demonstrate an understanding of the purpose of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1. c. Demonstrate an understanding of appropriate and valid language and literacy assessments of ELLs of diverse backgrounds and at varying English proficiency levels.
5.1. d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

Standard 2: Language Proficiency Assessment
Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their used of identification, placement and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL

assessments to stakeholders.
Performance Indicators
5.2. a. Understand and implement district, state and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
5.2. c. Use multiple sources of information to assess ELLs' Language and literacy skills and communicative competence.

Standard 3: Classroom-Based Assessments for ELLs
Teachers will identify, develop, and use a variety of standard- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.
Performance Indicators
5.3. a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.
5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
5.3c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.
5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
5.3.d. Assist ELLs in developing necessary test-taking skills.
5.3.f. Assess ELLs' language and literacy development in the classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

LEARNING PROCEDURES (Methods):
B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

- **HOW** will the experiences be provided to participants during this delivery?
Reflection/Dialogue Exercises require application exercised that include a dialogue between a facilitator and the participant, a case study, and lesson plan development.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):
Course activities will required approximately five to six hours per week. Additionally, participants must successfully demonstrate knowledge gained from the course content by successfully completing ten Reflection/Dialogue Exercises in which they reflect on

knowledge gained from course content and apply that knowledge appropriately to English Language Learners.

IMPLEMENTATION/MONITORING PROCEDURES:
 P: Participant Product related to training or learning process
 R: Electronic- interactive with on-going monitoring and feedback
Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
 Staff
A: Changes in instructional or learning environment practices implemented in the classroom or directly with students
 Student
G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre- and post-tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader.

- **Who will use the evaluation data gathered?**
Activities conducted under this component will be evaluated by participants and inservice leaders to determine 10 the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

- **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered:
    - g. What evaluation data addresses value of the PD design?
    - h. What evaluation data addresses quality of implementation the P D?
    - i. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for ELLs in their classroom.

Date approved: July, 2012
Department: Literacy Department
Name(s) of Component Author(s): Patti McKnight, Donna Walker
Revision Date: April 3, 2019

ESOL: Cross-Cultural Communications

COMPONENT NUMBER: 2-705-005

> Function: Instructional Methodology/ Faculty Development (2)
> Focus Area: English Language Learners Other (705)
> Local Sequence Number(s): (005)

POINTS TO BE EARNED: 60 points per certificate
DESCRIPTION:
Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☐ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☐ Professional Learning Resources
- ☒ Learning Outcomes
- ☐ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning

☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Standard 1: Culture as a Factor in Ells' Learning
Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicators
1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
1.1. c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
1.1. e. Understand and apply knowledge about home/school connections to build partnerships with Ells' families.
1.1. f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

LEARNING PROCEDURES (Methods):
B: Electronic, Interactive

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

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

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

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Course documentation requires that participants must successfully complete 9 Reflection/Dialogue Exercises in which they reflect on course content, strategy implementation, and their personal learning experience. The Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, completion of a personal journal, reflection activities, and a project.

IMPLEMENTATION/MONITORING PROCEDURES:
P: Participant Product related to training or learning process
R: Electronic- interactive with on-going monitoring and feedback

Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
Staff

A: Changes in instructional or learning environment practices implemented in the classroom or directly with students

Student

G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre- and post-tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader.

- **Who will use the evaluation data gathered?**

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 10 the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

- **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered:
    j. What evaluation data addresses value of the PD design?
    k. What evaluation data addresses quality of implementation the P D?
    l. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for ELLs in their classroom.

Date approved: July, 2012

Click here to enter text.

Department: Literacy Department

Name(s) of Component Author(s): Patti McKnight, Donna Walker

Revision Date: April 23, 2019

ESOL: Applied Linguistics

COMPONENT NUMBER: 2-702-004

> Function: Instructional Methodology/ Faculty Development (2)
> Focus Area: Understanding and Implementation of ELP standards and academic standards (702)
> Local Sequence Number(s): (004)

POINTS TO BE EARNED: 60 points per certificate
DESCRIPTION:

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☐ Professional Learning Resources
- ☒ Learning Outcomes
- ☐ Learning Designs
- ☒ Implementation of Learning

☐ Evaluating Professional Learning
☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Standard 1: Language as a System
Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support Ells' acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators
2.1. a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2.1. b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support Ells' development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1. c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
2.1. d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
2.1. e. Identify similarities and differences between English and other languages reflected in the ELL student population.

Standard 2: Language Acquisition and Development
Teachers will understand and apply theories and research on second language acquisition and development to support Ells' learning.

Performance Indicators
2.2. a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2.2. b. Recognize the importance of Ells' home languages and language varieties, and build on these skills as a foundation for learning English.

2.2. c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate Ells' learning of English.

2.2. d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

Standard 3: Second Language Literacy Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support Ells' learning.

Performance Indicators

2.3. a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3. b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support Ells' learning.

2.3. d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate Ells' L2 literacy development in English.

2.3. e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

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

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

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

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. These activities will require approximately five to six hours per week.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Participants must successfully demonstrate knowledge gained from course content in a multiple-choice quiz exercise and successfully complete nine Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. In addition to the multiple-choice assessment, Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, personal evaluation of sources and resources, and lesson plan development.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process
R: Electronic- interactive with on-going monitoring and feedback

Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
Staff

A: Changes in instructional or learning environment practices implemented in the classroom or directly with students

Student

G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre- and post-tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader.

- **Who will use the evaluation data gathered?**

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 10 the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

- **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered:
    - m. What evaluation data addresses value of the PD design?
    - n. What evaluation data addresses quality of implementation the P D?
    - o. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for ELLs in their classroom.

Date approved: July, 2012
Department: Literacy Department
Name(s) of Component Author(s): Patti McKnight, Donna Walker
Revision Date:

ESE: Nature and Needs of the Gifted/Gifted Endorsement

COMPONENT NUMBER: 2-106-001

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Gifted and Talented (106)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide participants with an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify and describe cognitive and affective behaviors, which lead to referrals, screening and testing for giftedness.
2. Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
3. Identify the role that creative thinking/process/products play in the identification of giftedness.
4. Demonstrate awareness of how factors such as family dynamics, culture, integration of self and education influence the development of giftedness.
5. Develop an awareness of existence of special populations.
6. Demonstrate knowledge of normal and advanced (typical and atypical) child development.
7. Illustrate the relationship between high academic achievement and giftedness.
8. Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.
9. Compare and contrast the theories of intelligence that pertain to gifted education.
10. Identify the incidence of identified gifted students at the local, state, and national levels. Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.
11. Identify emerging national and state trends in the identification of students who may be gifted.
12. Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.
13. Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.
14. Define the criteria for gifted eligibility and placement.
15. Discuss the advantages and disadvantages of labeling gifted students.
16. Discuss the relationship between gifted programming and identification criteria.
17. Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping and environment.
18. Describe different types of service delivery models for gifted programs.
19. Discuss the relationship of the level of need to placement in a continuum of services.
20. Describe how gifted education is organized at the state and local levels.
21. Identify the social and emotional needs of gifted students and discuss their implications in determining services.
22. Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, "National Excellence: A Case for Developing America's Talent."
23. Describe the characteristics of an effective teacher of gifted students.
24. Demonstrate knowledge of the changing nature of state and national definitions of gifted.

25. Identify the laws that directly impact gifted students and programs in Florida, including the relationship between ESE and gifted programs.
26. Demonstrate understanding of major historical and contemporary trends that influence gifted education.
27. Identify and interpret current research findings and recommendations that impact gifted education, e.g. NAGC Program Standards. http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-7
28. Exhibit an understanding of the procedural safeguards for students who are gifted.
29. Discuss the role of the parent, teacher, and student in the advocacy process.
30. Discuss the need for and benefits of parent involvement in the delivery of gifted program services.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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:**

     ◦ **Specific Learner Objectives?**

The ESE Program 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.

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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

ESE: Curriculum Development for the Gifted/Gifted Endorsement

COMPONENT NUMBER: 2-106-002

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Gifted and Talented (106)
> Local Sequence Number(s): (002)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide participants with an analysis of curriculum modifications for gifted learners based on the National Association for gifted Children (NAGC) Standards for Graduate Programs in Gifted Education.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify characteristics of students identified as gifted with a focus on implications for learning and curricular issues.
2. Justify the need to differentiate or adapt instruction to respond to the needs of the student who is gifted.
3. Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
4. Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted.
5. Demonstrate knowledge of the *Florida's Frameworks for K-12 Gifted Learners* and the ability to use them to guide planning instruction and assessment.
6. Demonstrate knowledge of the national teacher preparation standards in gifted education.
7. Demonstrate knowledge of the principles of differentiation for students who are gifted.
8. Appreciate the role of assessment as an instructional strategy.
9. Demonstrate the ability to evaluate models for teaching gifted curriculum.
10. Develop an understanding of the issues of equity and excellence as they relate to students who are gifted.
11. Demonstrate knowledge of research based, effective instructional strategies and the role of the teacher in implementing these strategies.
12. Demonstrate the ability to identify and select challenging, multicultural gifted curriculum and appropriate instructional strategies.
13. Identify the impact of Response to Intervention (RTI) as it pertains to students who are gifted.
14. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
15. Develop a basis for the evaluation of technical, physical, and human resources to facilitate student achievement.
16. Demonstrate the ability to match instructional strategies and materials to individual needs of students.
17. Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
18. Demonstrate the ability to develop a unit of instruction aligning curricular components- including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of students who are gifted.
19. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan.
20. Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.
21. Demonstrate understanding of terminology related to differentiated assessment strategies.
22. Identify various types of assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
23. Justify the need to differentiate assessment in order to respond to the needs of the student who is gifted.

24. Use alternative assessments and technologies to evaluate student learning.
25. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research based, valid approaches.
26. Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
27. Identify effects of culture and environment as well as family and key stakeholders in gifted programming.
28. parent involvement in the delivery of gifted program services.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

ESE: Guidance and Counseling/Gifted Endorsement

COMPONENT NUMBER: 2-106-003

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Gifted and Talented (106)
> Local Sequence Number(s): (003)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide participants with an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. The course is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom.

SPECIFIC LEARNER OBJECTIVES:

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

1. Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and through American society.
2. Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
3. Identify at least five current definitions of giftedness. Note the impact each definition has in school, home, and society at large.
4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
6. Understand the inner experience of children who are gifted.
7. Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of developmental potential and over excitabilities.
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
9. Understand strengths and vulnerabilities of a gifted individual that originates from within the self.
10. Understand vulnerabilities that are due to another's reaction to giftedness.
11. Understand vulnerabilities that are due to a specific circumstance.
12. Realize that, by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
13. Recognize that a person with an I.Q. four or more standard Deviations above the norm is as holistically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.
14. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
15. Describe the different social and emotional needs of gifted students from special populations. Include gender, ethnicity and culture, socioeconomic status, twice and underachieving students.
16. Realize the need for additional or different assessment tools to identify special population students.
17. Learn how to recognize, understand, and support gifted children with multiple differences.
18. Identify risk factors and resiliency as related to students who are gifted.
19. Enumerate what you can do as a teacher to help students as risk.
20. List symptoms in children and adults of addiction and physical or sexual abuse.
21. Read Templeton National Report on Acceleration: A nation deceived: How schools hold back America's brightest students.
22. Understand two categories of acceleration-grade based on subject based- and list 18 acceleration options.
23. Recognize homeschooling as a positive option for some gifted students and families.
24. Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to.
25. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
26. Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology.
27. Realize counseling provides empathy and partnership in times of need.

28. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
29. Recognize that guidance and career counseling support gifted individuals in decision making for positive life choices.
30. Help students develop social skills and inspire leadership.
31. Support gifted children's experience of global interconnectedness and personal responsibility to take action.
32. Realize that a primary need in life.
33. Help gifted children to understand that their profound sensitivity and empathy can be channeled to help human-kind.
34. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.
35. Acquire and refine the knowledge and skills needed to advocate for gifted learners.
36. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
37. Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
38. Support the necessity of self-advocacy by gifted students.
39. Understand that gifted children naturally have unique needs that parents are challenged to address daily.
40. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.
41. Realize that parents of gifted children may experience isolation from other parents due to lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
42. Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is to listen to them."
43. Understand distinguishing characteristics of spiritual giftedness displayed in children.
44. Realize a person can be emotionally or spiritually gifted, or intellectually gifted and not emotionally or spiritually gifted.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

ESE: Education of Special Population of Gifted/Gifted Endorsement

COMPONENT NUMBER: 2-106-004

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Gifted and Talented (106)
> Local Sequence Number(s): (004)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide participants will be able to demonstrate knowledge of the evolution of gifted education, the nature and needs of gifted students who are from special populations, and appropriate programming for them.

SPECIFIC LEARNER OBJECTIVES:

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

1. Examine the nature of giftedness in relation to multicultural principles and underserved populations.
2. Acquire knowledge of diversity focus of national standards in gifted education.
3. Justify the need to diversity focus of national standards in gifted education.
4. Examine personal cultural competencies.
5. Within the broad spectrum of giftedness in the general population, identify sub-groups and underserved populations.
6. Understand the learning needs and challenges of diverse types of gifted children.
7. Identify the unique needs of gifted girls, culturally diverse, rural disabled, underachieving, highly gifted, young gifted students, and disadvantaged gifted.
8. Examine challenges of finding gifted students from underserved populations.
9. Justify the need to modify and differentiate the curriculum to meet needs of these special populations.
10. Demonstrate knowledge of Plan B State Board of Education Rules, 6A-6.03019, Special Instructional Programs for Students Who Are Gifted
11. Demonstrate knowledge of alternative assessments and nontraditional screening and evaluation appropriate for use with students from special populations.
12. Match appropriate screening and identification Procedures with the needs of the special populations.
13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
15. Identify the characteristics of specific ethnic groups of gifted students.
16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.
17. Understand the characteristics and needs of linguistic minority gifted students.
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or ELL (English Language Learners) students.
20. Examine ways to identify high potential linguistic minority students.
21. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as ELL students.
22. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
23. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
24. Explore ways to identify gifted students from special Populations who are unsuccessful in school.
25. Examine the characteristics and needs of these students.

26. Identify strategies to assist these students.
27. Clarify and define diverse types of twice exceptional Gifted students.
28. Demonstrate knowledge, characteristics, and needs of students who are both gifted and hearing impaired/deaf, visually impaired/blind, and orthopedically disabled.
29. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
30. Discuss strategies and programming needs for gifted students who are twice exceptional.
31. Identify and describe ADD and ADHD.
32. Identify the differences and similarities between ADD/ADHD and giftedness.
33. Identify Asperger's syndrome and its occurrence in gifted students.
34. Examine the characteristics and needs of these students.
35. Discuss classroom strategies for creating a classroom supportive of gifted Students with behavioral/emotional disorders.
36. Define the types of gifted learning-disabled students.
37. Describe the procedures for identifying a gifted learning-disabled student.
38. Understand program designs for gifted students and learning disabilities.
39. Identify and plan instructional strategies for teachers of gifted learning-disabled students.
40. Identify and describe low socioeconomic status populations that are underserved.
41. Examine the nature of giftedness as masked by socioeconomic and educational disadvantages.
42. Identify inhibiting socioeconomic factors that have prevented services for low income gifted children who have had inadequate learning opportunities.
43. Identify key research on identification of disadvantaged gifted students from underserved populations. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low income gifted students.
44. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
45. Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities and access to resources in the community.
46. Identify and describe the impact of non-traditional experiences, values, cultural expectations on the development and educational experiences of gifted students.
47. Identify the unique characteristics and needs of gifted students from diverse family structures.
48. Identify strategies for stimulating personal growth of gifted students from diverse families.
49. Identify community support systems for diverse families of gifted students.
50. Examine concepts of age-appropriate development in relation to concepts of giftedness.
51. Understand the needs and characteristics of very young gifted students.
52. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
53. Understand the needs and characteristics of highly gifted students.
54. Identify problems and challenges and present options for developing skills in highly gifted students.
55. Examine exemplary practices and programs for meeting the needs of the highly gifted student.
56. Examine gender stereotyping and prejudice that impacts gifted girls; boys; and lesbian, gay, bisexual, transgender (LGBT) students.
57. Examine the impact of culture and ethnicity on gender expectations for gifted students for minority groups.
58. Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students.
59. Explore the contribution of mentorships in their education.
60. Identify and describe criteria of effective programs.
61. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
62. Identify instructional methods that accommodate the needs of special populations.
63. Identify key research on programs for special populations.
64. Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/districts.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey
Revision Date: 8/2019 (update new format)

ESE: Theory and Development of Creativity/Gifted Endorsement

COMPONENT NUMBER: 2-106-005

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Gifted and Talented (106)
> Local Sequence Number(s): (005)

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

The purpose of this component is to provide participants with an overview of theory, research, practical strategies, and resources on creativity with an emphasis on classroom applications. Upon successful completion of the component, participants will be able to develop and utilize practical strategies for the nurturing of creativity.

SPECIFIC LEARNER OBJECTIVES:

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

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.
2. Demonstrate an understanding of how creative thinking can be used to address problems in society.
3. Describe the impact of creativity on personal growth and self-actualization.
4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
5. Review research in the field of creativity and apply it to a classroom setting.
6. Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality & elaboration.
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.
8. Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate the development of creativity and its expression.
9. Identify specific personal, developmental, socio-cultural, and educational experiences that inhibit the development of creativity and its expression.
10. Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
11. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
12. Investigate tools and programs (e.g., Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
13. Describe, compare, and evaluate different instruments for measuring creativity.
14. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
15. Describe traits and appropriate criteria used to assess creative outcomes and products.
16. Explore and analyze the ethical issues surrounding creativity.
17. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
18. Evaluate personal and student creative development and monitor success in applying creativity strategies to real problems and challenges.

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, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **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 the 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 ESE Program 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.

Date approved: 7/2012

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Revision Date: 8/2019 (update new format)

Reading Endorsement: Reading 1 Foundations of Instruction

COMPONENT NUMBER: 2-013-035

>Function: Instructional Methodology/ Faculty Development (2)
>Focus Area: Reading (013)
>Local Sequence Number(s): (035)

POINTS TO BE EARNED: 60 points per certificate
DESCRIPTION:

This component provides an understanding of reading as a process of student engagement in construction of meaning. Participants will demonstrate substantive knowledge of language structure, function, and cognition for each of six major components: comprehension, oral language, phonemic awareness, phonics, fluency, and vocabulary. Additionally, participants will demonstrate an understanding of how to integrate all six major components. This component reflects the 2011 revised reading endorsement competencies.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☒ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about

monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Performance Indicator A: Comprehension

- Understand that building oral and written language facilitates comprehension. (1.A.1)
- Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language." (1.A.2)
- Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity). (1.A.3)
- Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement. (1.A.4)
- Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts. (1.A.5)
- Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes. (1.A.6)
- Understand the reading demands posed by domain specific texts. (1.A.7)
- Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting. (1.A.8)
- Understand how English language learners' linguistic and cultural background will influence their comprehension. (1.A.9)
- Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs. (1.A.10)

Performance Indicator B: Oral Language

- Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language. (1.B.1)
- Understand the differences between social and academic language. (1.B.2)
- Understand that writing enhances the development of oral language. (1.B.3)
- Understand that the variation in students' oral language exposure and development requires differentiated instruction. (1.B.4)
- Recognize the importance of English language learners home languages, and their significance for learning to read English. (1.B.5)
- Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.(1.B.6)

Performance Indicator C: Phonological Awareness

- Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis). (1.C.1)
- Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes). (1.C.2)
- Understand that writing, in conjunction with phonological awareness, enhances reading development. (1.C.3)
- Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences). (1.C.4)
- Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English. (1.C.5)
- Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs. (1.C.6)

Performance Indicator D: Phonics

- Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages. (1.D.1)
- Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). (1.D.2)
- Understand structural analysis of words. (1.D.3)
- Understand that both oral language and writing can be used to enhance phonics instruction. (1.D.4)
- Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs. (1.D.5)

Performance Indicator E: Fluency

- Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension. (1.E.1)
- Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension. (1.E.2)
- Understand the relationships among fluency, word recognition, and comprehension. (1.E.3)
- Understand that both oral language and writing enhance fluency instruction. (1.E.4)
- Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs. (1.E.5)

Performance Indicator F: Vocabulary

- Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts. (1.F.1)
- Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis). (1.F.2)
- Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.). (1.F.3)
- Understand the domain specific vocabulary demands of academic language. (1.F.4)
- Understand that writing can be used to enhance vocabulary instruction. (1.F.5)

- Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs. (1.F.6)

Performance Indicator G: Integration of the Reading Components

- Identify language characteristics related to social and academic language. (1.G.1)
- Identify phonemic, semantic, and syntactic variability between English and other languages. (1.G.2)
- Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners. (1.G.3)
- Understand the impact of oral language, writing, and an information intensive environment upon reading development. (1.G.4)
- Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency. (1.G.5)
- Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs. (1.G.6)

LEARNING PROCEDURES (Methods):
  B: Electronic, Interactive

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

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

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

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Formative and summative requirements assess knowledge of the reading process and language structure, function, and cognition of the following components: comprehension, oral language, phonemic awareness, phonics, fluency, and vocabulary.

Participants: Read/Interact with content; Dialogue with a facilitator; Visit external websites; View multimedia demonstrations; Identify the different purposes for text; Identify texts and comprehension strategies used for pre-, during, and post-reading; Explain how to assess students' prior knowledge of content to determine vocabulary words to be taught; Explain strategies used for a struggling reader; Design a print-rich literacy classroom that encourages reading, writing, and oral language development.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant Product related to training or learning process
  R: Electronic- interactive with on-going monitoring and feedback
Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
    Staff
A: Changes in instructional or learning environment practices implemented in the classroom or directly with students
    Student
G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre- and post-tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader.

- **Who will use the evaluation data gathered?**

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 10 the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

- **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered:
    a. What evaluation data addresses value of the PD design?
    b. What evaluation data addresses quality of implementation the P D?
    c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Date approved: July, 2012

Click here to enter text.

Department: Literacy Department
Name(s) of Component Author(s): Patti McKnight, Donna Walker
Revision Date: April 23, 2019

Reading Endorsement: Reading 2 Evidence-Based Practices

COMPONENT NUMBER: 2-013-038

> Function: Instructional Methodology/ Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (038)

POINTS TO BE EARNED: 60 points per certificate
DESCRIPTION:

The focus of this course is to identify the principles of scientifically-based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. Participants demonstrate the ability to identify explicit, systematic instructional plans for scaffolding reading development, specifically in the areas of comprehension, vocabulary, phonemic awareness, phonics, oral language and fluency. Research-based practices and guidelines for creating a language-rich and print-rich environment and for selecting appropriate literature are explored.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☒ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Performance Indicator A: Comprehension

- 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.).
- 2.A.2 Use both oral language and writing experiences to enhance comprehension.
- 2.A.3 Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
- 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
- 2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
- 2.A.6 Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
- 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
- 2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
- 2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

Performance Indicator B: Oral Language

- 2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
- 2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.B.3 Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.
- 2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
- 2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

Performance Indicator C: Phonological Awareness

- 2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
- 2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

- 2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
- 2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
- 2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

Performance Indicator D: Phonics
- 2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
- 2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
- 2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
- 2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator E: Fluency
- 2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).
- 2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
- 2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: Vocabulary
- 2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
- 2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
- 2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
- 2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
- 2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
- 2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
- 2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

Performance Indicator G: Integration of the reading components
- 2.G.1 Apply comprehensive instructional practices, including writing experiences that integrate the reading components.
- 2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
- 2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).

- 2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
- 2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.
- 2.G.6 Triangulate data from appropriate reading assessments to guide instruction

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

- **HOW** will the experiences be provided to participants during this delivery?
Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

   Participants engage in learning experiences such as reading online content, examining external Web links, and viewing video clips that extend the concepts taught. They implement strategies, skills, and/or concepts as appropriate to their teaching situations, complete online interactive exercises that provide immediate feedback, and interact with the course facilitator.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant Product related to training or learning process
   R: Electronic- interactive with on-going monitoring and feedback
Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
   Staff
A: Changes in instructional or learning environment practices implemented in the classroom or directly with students
   Student
G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, curriculum alignment data, or course log summative exercises.

- **Who will use the evaluation data gathered?**

  Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

  - **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered:
  a. What evaluation data addresses value of the PD design?
  b. What evaluation data addresses quality of implementation the P D?
  c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Date approved: July, 2012

Click here to enter text.

Department: Literacy Department

Name(s) of Component Author(s): Patti McKnight, Donna Walker

Revision Date: April 23, 2019

Reading Endorsement: Reading 3 Assessment

COMPONENT NUMBER: 2-013-014

> Function: Instructional Methodology/ Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (014)

POINTS TO BE EARNED: 60 points per certificate
DESCRIPTION:

The focus of this course is to identify the principles of scientifically-based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. Participants demonstrate the ability to identify explicit, systematic instructional plans for scaffolding reading development, specifically in the areas of comprehension, vocabulary, phonemic awareness, phonics, oral language and fluency. Research-based practices and guidelines for creating a language-rich and print-rich environment and for selecting appropriate literature are explored.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☒ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

      ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
      ☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
      ☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

- 3.1 - Understand and apply measurement concepts and characteristics of reading assessments.
- 3.2 - Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
- 3.3 - Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
- 3.4 - Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
- 3.5 - Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
- 3.6 - Analyze data to identify trends that indicate adequate progress in student reading development.
- 3.7 - Understand how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
- 3.8 - Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
- 3.9 - Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
- 3.10 - Identify appropriate assessments and accommodations for monitoring reading progress of all students.
- 3.11 - Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

LEARNING PROCEDURES (Methods):
  B: Electronic, Interactive

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

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

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

  Participants engage in learning experiences such as reading online content, examining external Web links, and viewing video clips that extend the concepts taught. They implement strategies, skills, and/or concepts as appropriate to their teaching situations, complete online interactive exercises that provide immediate feedback, and interact with the course facilitator.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

  Participants engage in learning experiences such as reading online content, examining external Web links, and viewing video clips that extend the concepts taught. They implement strategies, skills, and/or concepts as appropriate to their teaching situations, complete online interactive exercises that provide immediate feedback, and interact with the course facilitator.

IMPLEMENTATION/MONITORING PROCEDURES:
>**P: Participant Product related to training or learning process**
>**R: Electronic- interactive with on-going monitoring and feedback**

Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
>**Staff**

A: Changes in instructional or learning environment practices implemented in the classroom or directly with students
>**Student**

G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, curriculum alignment data, or course log summative exercises.

- **Who will use the evaluation data gathered?**

  Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

  - **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
  - What other forms of evaluation data will be gathered:
    a. What evaluation data addresses value of the PD design?
    b. What evaluation data addresses quality of implementation the P D?
    c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Date approved: July, 2012
Department: Literacy Department
Name(s) of Component Author(s): Patti McKnight, Donna Walker
Revision Date: April 23, 2019

Reading Endorsement: Reading 4 Differentiated Instruction

COMPONENT NUMBER: 2-013-036

> Function: Instructional Methodology/ Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (036)

POINTS TO BE EARNED: 60 points per certificate

DESCRIPTION:

This purpose of this course is to explore the foundations and principles of differentiated instruction and discover strategies for implementation to enrich and extend student learning, while learning about the cognitive, language, and reading development of all students. Participants will identify common difficulties in development of each of the six major reading components and investigate appropriate strategies and activities.

LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☒ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

- 4.1 - Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
- 4.2 - Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
- 4.3 - Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
- 4.4 - Identify factors impeding student reading development in each of the reading components or the integration of these components.
- 4.5 - Recognize how characteristics of both language and cognitive development impact reading proficiency.
- 4.6 - Recognize the characteristics of proficient readers to more effectively differentiate instruction.
- 4.7 - Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- 4.8 - Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
- 4.9 - Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
- 4.10 - Differentiate reading instruction for English language learners with various levels of first language literacy.
- 4.11 - Scaffold instruction for students having difficulty in each of the components of reading.
- 4.12 - Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
- 4.13 - Monitor student progress and use data to differentiate instruction for all students.
- 4.14 - Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
- 4.15 - Implement research-based instructional practices for developing students' higher order thinking.
- 4.16 - Implement research-based instructional practices for developing students' ability to read critically.
- 4.17 -Implement research-based instructional practices using writing to develop students' comprehension of text.
- 4.18 - Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
- 4.19 - Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

LEARNING PROCEDURES (Methods):
   B: Electronic, Interactive

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

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

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

  Participants engage in learning experiences such as reading online content, examining external Web links, and viewing video clips that extend the concepts taught. They implement strategies, skills, and/or concepts

as appropriate to their teaching situations, complete online interactive exercises that provide immediate feedback, and interact with the course facilitator.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

  Participants engage in learning experiences such as reading online content, examining external Web links, and viewing video clips that extend the concepts taught. They implement strategies, skills, and/or concepts as appropriate to their teaching situations, complete online interactive exercises that provide immediate feedback, and interact with the course facilitator.

IMPLEMENTATION/MONITORING PROCEDURES:
P: Participant Product related to training or learning process
R: Electronic- interactive with on-going monitoring and feedback
Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
Staff
A: Changes in instructional or learning environment practices implemented in the classroom or directly with students
Student
G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, curriculum alignment data, or course log summative exercises.

- **Who will use the evaluation data gathered?**

  Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

  - **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered:
    a. What evaluation data addresses value of the PD design?
    b. What evaluation data addresses quality of implementation the P D?
    c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Date approved: July, 2012
Department: Literacy Department
Name(s) of Component Author(s): Patti McKnight, Donna Walker
Revision Date: April 23, 2019

Reading Endorsement: Reading 5 Demonstration of Accomplishment

COMPONENT NUMBER: 2-013-039

> Function: Instructional Methodology/ Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (039)

POINTS TO BE EARNED: 60 points per certificate
DESCRIPTION:
Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process.
Participants must have completed 240 hours of reading endorsement inservice before taking the practicum, Demonstration of Accomplished Practices.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☒ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about

monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

⊠ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
⊠ Repetitive practice leading to changes in proficiency of educator or leader on the job
⊠ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

- Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. 5.1
- Demonstrate research-based instructional practices for facilitating reading comprehension. 5.2
- Demonstrate research-based instructional practices for developing oral/aural language development. 5.3
- Demonstrate research-based instructional practices for developing students' phonological awareness. 5.4
- Demonstrate research-based instructional practices for developing phonics skills and word recognition. 5.5
- Demonstrate research-based instructional practices for developing reading fluency and reading endurance. 5.6
- Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary. 5.7
- Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading. 5.8
- Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. 5.9
- Demonstrate research-based instructional practices for developing students' ability to read critically. 5.10
- Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. 5.11
- Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. 5.12
- Create an information intensive environment that includes print and digital text. 5.13
- Use a variety of instructional practices to motivate and engage students in reading. 5.14
- Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language. 5.15

LEARNING PROCEDURES (Methods):
 B: Electronic, Interactive

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

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

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

Participants engage in learning experiences such as reading online content, examining external Web links, and viewing video clips that extend the concepts taught. They implement strategies, skills, and/or concepts as appropriate to their teaching situations, complete online interactive exercises that provide immediate

feedback, and interact with the course facilitator.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

    Participants engage in learning experiences such as reading online content, examining external Web links, and viewing video clips that extend the concepts taught. They implement strategies, skills, and/or concepts as appropriate to their teaching situations, complete online interactive exercises that provide immediate feedback, and interact with the course facilitator.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant Product related to training or learning process
   R: Electronic- interactive with on-going monitoring and feedback
Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:
   Staff
A: Changes in instructional or learning environment practices implemented in the classroom or directly with students
   Student
G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, curriculum alignment data, or course log summative exercises.

- **Who will use the evaluation data gathered?**

    Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

    - **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
    - What other forms of evaluation data will be gathered:
        a. What evaluation data addresses value of the PD design?
        b. What evaluation data addresses quality of implementation the P D?
        c. Who will use these aspects of PD evaluation data?
In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Date approved: July, 2012
Department: Literacy Department
Name(s) of Component Author(s): Patti McKnight, Donna Walker
Revision Date: April 23, 2019

Santa Rosa District SchoolsSchool Year _____

MyLearning Plan for Teachers
Professional Growth and Student Achievement

FL Statute 1012.98 requires that all teachers write a professional development goal annually that reflects the needs of currently assigned students as indicated by state assessment data **when available**. The PDP counts as 20% of each teacher's total evaluation.
Self-Assessment (found in PEARS) Goal Statements Complete prior to the end of the first nine week grading period
Student Achievement Goal: What is your expectation of student achievement as a result of your intended professional development? (Identify specific student achievement information/data that indicates the need for improvement.)
Teacher Performance Goal: What practice(s) do you plan to develop/enhance in order to meet your stated student achievement and/or individual professional growth goal?
Identification of Professional Development Needs Complete prior to the end of the first nine weeks grading period.   Think about the goals you have set for your professional development and mark **only** the areas of training that you would benefit from this year. (radio button choices)   Math, Science, ELA, ESOL, World Languages, SS. Tech, ESE, FEAPS, OTHER will be the categories
Conference with School Administrator
Reflection on Professional Development (Professional Devleopment window for each year is May 1 of prior year to April 30 of current year.)

16

- What training have you taken that addresses your student achievement goal? How do you plan to implement the new knowledge you gained from
  the training into your teaching?
- What training have you taken that addresses your teacher performance goal? How has this training changed your professional practices?
- Is the professional development available meeting my needs to attain my goals? (Yes/No) What do you still need?

Outcome Statement: (Briefly describe the degree to which your professional learning contributed to student performance gains and impact on professional practice. To be completed prior to June 1.)

Plan Completion Rating (Assessed by administrator.)	Scale
Highly Effective (goal is data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hrs of projected professional development related to the student data needs indicated, with appropriate artifacts of professional development and deliberate practice related to the outcome statement)	4.0
Effective (goal is data driven and aligns with current student data needs, completed 12 - 14 hrs of projected professional development related to the student data needs indicated, with appropriate artifacts of professional development and deliberate practice related to the outcome statement)	3.0
Needs Improvement (did not meet all expectations/completed 7 - 11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)	2.0
Unsatisfactory (did not meet expectations/projected professional development, 1 - 6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement)	1.0

Teachers employed after the first semester will be required to complete ½ of the HE/E professional development required hours, or the number approved by the site administrator.

Appendix A

17

MyLearning Plan for Administrators
Professional Growth and Student Achievement

The Department of Education Professional Development Protocol requires that all administrators write a professional development goal annually that reflects the needs of current year student assessment data The PDP counts as 20% of each administrator's total evaluation.
Self Assessment (found in PEARS) Goal Statements Complete prior to the end of the first nine week grading period.
Student Achievement Goal: What is your expectation of student achievement as a result of your intended professional development? (Identify specific student achievement information/data that indicates the need for improvement.)
Administrator Performance Goal: What practice(s) do you plan to develop/enhance in order to meet your stated student achievement and/or individual professional growth goal?
Identification of Professional Development Needs Complete prior to the end of the first nine weeks grading period. Think about the goals you have set for your professional development and mark **only** the areas of training that you would benefit from this year. (radio button choices) Categories based on administrative needs and district initiatives.
Supervisor Conference/Sign-off (Approval of goal and discussion of self-assessment completed prior to the end of the first nine week grading period.)
Reflection on Professional Development (Professional Devleopment window for each year is May 1 of prior year to April 30 of current year.) • What training have you taken that addresses your student achievement goal? How do you plan to implement the new knowledge you gained from the training into your teaching? • What training have you taken that addresses your teacher performance goal? How has this training changed your professional practices? Is the professional development available meeting my needs to attain my goals? (Yes/No) What do you still need?

Outcome Statement: (Briefly describe the degree to which your professional learning contributed to student performance gains and impact on professional practice. To be completed prior to June 1.)

Administrative Plan Completion Rating	Scale
Highly Effective (goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of **15 hrs of documented** professional development directly related to leadership needs and applicable to the goal statement, with **appropriate artifacts** of deliberate practice **documenting need and actions as they relate to the outcome statement** and demonstrate evidence as to whether professional growth has occurred.)	4.0
Effective (goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of **12 hrs of documented** professional development **mostly** related to leadership needs and applicable to the goal statement with **artifacts** of deliberate practice **documenting need and actions as they relate to the outcome statement.**)	3.0
Needs Improvement (**Minimal** professional development related to the identified need, and/or **minimal or inappropriate** artifacts of deliberate practice documenting need and actions as they relate to the outcome statement.)	2.0
Unsatisfactory (Professional development and/or deliberate practice was not completed and inappropriate or limited artifacts were provided documenting need and actions as they relate to the outcome statement.)	1.0

Appendix B