



Panhandle Area Educational Consortium

Professional Learning Catalog

2020-2021

Revisions



DISTRICTS SERVED

District

Calhoun
FAMU-DRS
FAU Lab Schools
Franklin
Pembroke Pines-FSUs Broward
Gadsden
Gulf
Holmes
Jackson
Jefferson
Liberty
Madison
Taylor
Wakulla
Walton
Washington

Superintendent

Darryl Taylor, Jr.
Micheal Johnson
Dr. Joel Herbst
Traci Yoder
Charles F. Dodge
Roger Milton
Jim Norton
Terry Mears
Larry Moore
Marianne Arbulu
David Summers
Shirley Joseph
Danny Glover
Robert Pearce
A. Russell Hughes
Joe Taylor, Chairman, PAEC Board of Directors

Also Serving: Florida Virtual School – Professional Learning Catalog, Driver Education/Traffic Safety Endorsement, Reading Endorsement, ESOL Endorsement, Gifted Endorsement

Panhandle Area Educational Consortium

Board of Directors

2020-2021

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Washington District Schools
Calhoun District Schools
Florida A & M Developmental Research School
Franklin District Schools
Gadsden District Schools
Gulf District Schools
Holmes District Schools
Jackson District Schools
Liberty District Schools
Madison District Schools
Taylor District Schools
Wakulla District Schools
Walton District Schools



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MISSION

The mission of the Panhandle Area Educational Consortium (PAEC) is to provide a continuum of shared services that elevate student achievement throughout all consortium member school districts. One program provided as a service to maximize resources is the PAEC Professional Development Center (PDC). Through the PDC a comprehensive program of professional learning is coordinated and implemented in accordance with Florida's Professional Learning Standards and Florida's Professional Development Review Protocol for member and participating districts.

RATIONALE

PAEC member and participating districts believe that “every student deserves a great teacher, not by chance, but by design” (Fisher, Frey, and Hattie, 2016). Customized professional learning is the means through which educators continually build on their expertise to meet the needs of all students, resulting in increased student achievement. The *PAEC Professional Learning Catalog* serves as the foundation upon which each member and participating district builds their professional development system to enable educators and staff to reach their full potential and maximize their effectiveness as teachers, leaders, facilitators of learning, and support team members. To meet this goal, the *PAEC Professional Learning Catalog* is aligned with *Florida's Professional Learning Standards* and *Florida's Professional Development Review Protocol*, which serve as the basis for high-quality professional learning practices across the districts.

PROFESSIONAL LEARNING CATALOG ADVISORY COMMITTEE

Lori Sandgren, PDC Chairman, Wakulla District

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MANAGEMENT

The professional learning catalog contains the approved professional learning components for the *PAEC Professional Learning Catalog* participating districts. The PAEC Professional Development Center's management system allows the implementation of focused, data-driven professional learning activities, based upon the improvement needs of each educator, school, and district. Educators from each member district serve on the PDC Advisory Council. The PAEC Professional Learning Catalog is reviewed annually, revisions made as necessary, approved by the PDC Council, presented to each respective school board for approval, and board approval letters are returned to PDC and submitted on behalf of the districts to the Florida Department of Education on an annual basis by October 1.

ONLINE MANAGEMENT THROUGH THE *ELECTRONIC PROFESSIONAL DEVELOPMENT CONNECTION (ePDC)*

The electronic Professional Development Connections (ePDC) at PAEC is the online professional development management system available to the member districts. This electronic system allows educators to register for professional learning activities, describe an action plan for implementing learning, report impact of implementing professional learning, complete online courses, track inservice points, complete a needs assessment and complete an Individual Professional Learning Plan (if required by their district), effectively and efficiently. The system also permits school and district administrators to create and retrieve course information; manage attendance; identify educator professional learning needs; review and evaluate implementation and follow-up activities that may include action plans, reflection, impact evaluation, coaching summaries, artifacts, etc.; assign course completion credit; email participants; align course offerings with educator needs; and document implementation and impact of professional learning in classrooms. Districts also utilize the system to generate report data for submission to the Florida Department of Education per F.S. 6A-5.071. Participating districts have professional learning tracking systems that are approved by their local school boards.

ORGANIZATION

Florida's Professional Learning Standards and *Florida's Professional Development Review Protocol* are the basis for the Professional Learning Catalog. *Florida's Professional Learning Standards* define the state's core expectations for high-quality professional learning systems and opportunities and form the foundation for school district professional learning systems and the *PAEC Professional Learning Catalog*. The seven standards are grouped into five domains that are representative of stages in an improvement cycle. Each standard includes title, description, and multiple indicators of what the standard looks like in practice.

Table 1

Florida's Professional Learning Standards

DOMAINS	STANDARDS
Domain 0: Foundation	<i>Standard 0.1 Leadership</i> Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.
Domain 1: Needs Assessment and Planning	<i>Standard 1.1: Professional Learning Needs</i> 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. <i>Standard 1.2: Professional Learning Resources</i>

	Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.
Domain 2: Learning	<i>Standard 2.1: Learning Outcomes</i> Professional learning includes outcomes that ensure changes in educator knowledge, skills, dispositions, and practice align with student learning needs. <i>Standard 2.2: Learning Designs</i> Professional learning includes use of research- and evidence- based learning designs to continually improve educator practice and student outcomes.
Domain 3: Implementing	<i>Standard 3.1: Implementation of Learning</i> Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.
Domain 4: Evaluating	<i>Standard 4.1: Evaluation of Professional Learning</i> 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.

Needs Assessment and Planning occur at the individual/faculty, school and district levels. Educators review previous and current student data, personal and school improvement goals and initiatives, and complete their district's professional learning needs assessment. Then, each educator identifies personal learning goals and develops a plan, which is discussed with the administrator and adjusted based upon performance appraisal data and other grade level or school priorities. Specific learning goals for student achievement and professional practice are clearly defined within the district's educator evaluation plans to gauge the effectiveness of professional learning activities. The final educator evaluation form is signed by both the educator and the administrator and includes a timeline for review. School Improvement Plans and goals are developed after review of student data. Teacher data, in conjunction with the school improvement plan goals and objectives, guides the completion of a school level professional development plan. District administrators utilize the school plans to establish district priorities for professional learning opportunities. PDC Council members are tasked with reporting ongoing professional

learning needs, based on their district data, as a basis for planning the *PAEC Professional Learning Catalog*. PAEC team members review data and expressed needs and will assist in developing professional learning opportunities to meet the expressed needs.

Pursuant to State Board Rule 6A. 5.071(11-28-2018), *Professional Learning Catalog*, and on behalf of the PAEC member and participating districts, PAEC has developed and makes available an annual assessment of professional learning needs. The *PAEC Professional Development Needs Assessment* is made available to district and school instructional and administrative personnel in an electronic format. The needs assessment is reviewed by district professional learning experts and revised, as needed, to address current trends and mandated requirements to better target professional learning needs of educators at the district, school and educator levels.

Learning opportunities are provided to meet professional learning needs at the faculty, school and district levels. To be most effective, learning activities follow a collaborative approach that is sustained over an extended period of time with opportunities to implement learning and measure the impact on student learning in a collegial atmosphere. For educators and support personnel (non-instructional), learning opportunities include, but are not limited to, analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance, reading, ESOL, enhance of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, school safety, mental health, topics that enhance learning for exceptional student education populations, dealing with diverse populations, and/or other mandated topics.

Implementing newly acquired skills and knowledge in a sustained and supported effort is required for changes in educator practice. Implementation is the very heart of professional learning. Applying new knowledge and/or skills and strategies and observing the impact on student learning and/or behavior is the primary purpose of professional learning. Selection of methods for follow up and support for implementation of the professional learning is included with all learning components in the *PAEC Professional Learning Catalog* and in course information entered into the ePDC. These may include classroom-based feedback, observation, reflection, collegial dialogue, coaching, mentoring, tools, resources, or other means of support.

Evaluating the effectiveness of the professional learning is multifaceted. First, the professional learning component activity is evaluated by the participants to determine the appropriateness of the learning design and delivery of the learning component. This is done electronically through the ePDC and/or by means of a tool provided by the professional learning provider. Evaluation data collected through the ePDC is available to personnel at the school, district, consortium, and FLDOE upon request.

Next is the evaluation of participant implementation of knowledge and/or skills and strategies gained through participation in the professional learning activity. The participant is required to provide evidence of implementation, most typically through one or more of the following: student

assessment data, student artifact/portfolio, observation of student performance, anecdotal records, changes in classroom practice, documentation of behavioral changes, or other process.

Annually, comprehensive professional learning activity reports are available to each district upon request. Additionally, specific activity reports are provided to districts or schools as requested throughout the year. Reports provide data on specific courses and include registration, attendance, follow-up, and completion of all learning, implementation and evaluation aspects. Analysis of this data is used along with student, school, and district data to evaluate the effectiveness of the professional learning catalog.

PROFESSIONAL LEARNING CATALOG COMPONENTS

The professional learning catalog contains the approved inservice components for member and participating districts that use the plan. To receive inservice credit, inservice events must meet the criteria and content fall within the objectives of an approved component. If a desired inservice does not align to an existing component, a new component must be written, reviewed by the professional development council, and approved by the school board of each district during the annual professional learning catalog approval process. The *PAEC Professional Learning Catalog* is reviewed, revised as necessary, and approved annually by the school board of each participating district. Approval letters are submitted to PAEC by each school board and PAEC provides the letters of approval to the Florida Department of Education.

Component Specifications

Each component in the professional learning catalog must include:

1. Component Title
2. Component number in adherence with the State of Florida management Information Services (MIS) reporting protocol and classification system
3. Maximum number of inservice points allowed
4. Description
5. Specific learning objectives
6. Research-based delivery methods and activities
7. Appropriate follow-up methods and support
8. Evaluation process

A professional learning catalog component may address one of the following professional learning areas:

1. Reading, especially as specified in the *Comprehensive K-12 Reading Plan*
2. Florida Content Standards, benchmarks, and related subject content
3. Research-based instructional methods and strategies
4. Technology
5. Assessment and data analysis
6. Classroom management
7. Family involvement
8. School safety

9. Leadership and management
10. Diversity
11. Ethics
12. Role of the teacher
13. Knowledge of subject matter
14. Communication
15. Human development and learning
16. Effective learning environments
17. Critical thinking and meta-cognition
18. Continuous improvement

Additional components are also included, as appropriate, for other employee classifications including administrative, professional/confidential, paraprofessional, non-instructional support, and classified personnel.

Professional Learning Component Reporting Codes

Inservice records for each employee are reported to the Florida Department of Education at regularly and state-determined intervals, usually in conjunction with established FTE audit timelines. Each professional learning catalog component is assigned a unique seven-digit number according to FLDOE guidelines. See Appendix A for a complete listing of the reporting codes.

PROFESSIONAL LEARNING CATALOG COMPONENTS – ALPHABETICAL

Note Professional Development Alternatives (PDA) are listed in a subsequent section.

Table 2

Professional Learning Catalog Components, Alphabetical

Title of Component	Component Number	Component Number for ESE
Action Research	4-400-001	
Adult Education Subject Content	1-301-001	
Assessment	4-401-001	4-102-001
Assessment/Student Appraisal	8-401-001	
Assistive Technology in the Classroom		3-100-001
Behavioral Interventions (crisis, abuse, etc.)	8-403-001	
Career and Technical Education	1-211-001	1-105-001
Child Abuse Prevention	6-511-001	
Classroom Management	5-404-001	5-101-001
Clinical Education	7-501-001	
Code of Ethics	8-416-001	

Communication	2-406-001	
Custodian/Maintenance	8-510-001	
Data Analysis	4-408-001	
Educational Leadership	7-507-001	
Educational Paraprofessionals/Aides	8-506-001	
English/Language Arts Subject Content	1-008-001	1-105-006
ESE Procedures and Practices		8-103-001
ESOL for Administrators	7-704-500	
ESOL for Category III Teachers	2-704-528	
ESOL for Guidance Counselors	2-704-525	
Florida Standards	2-007-001	
Food Service Training	8-505-001	
Foreign (World) Language Subject Content	1-004-001	
Health and Safety Subject Content	1-005-003	1-105-003
Hearing Impaired		1-105-014
Human Relations/Communication Skills	8-406-001	
Instructional Leadership: School Principal Level II	7-507-002	
Instructional Methodology	2-408-002	2-100-001
Instructional Methodology: Reading Instruction – Integrating a Multi-Sensory Approach	2-013-002	
Instructional Methodology: Reading Instruction – Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse learning Needs		2-100-002
Leadership Evaluation Training	7-507-004	
Lesson Study	2-400-002	
Media Content	1-407-001	
Mental Health Services	5-414-001	
Multicultural Sensitivity	2-412-001	
Music Instruction	2-010-001	

New Teacher Induction	2-404-001	
Office/Clerical Support	8-509-001	
Other Content Areas	1-007-001	1-105-009
Parent Involvement, Parent Support	8-413-001	8-104-001
Physical & Mental Wellness	6-414-001	
Physical Education Subject Content	1-011-001	1-105-010
Preschool/Child Care	2-012-001	
Problem-solving Teams	8-415-001	
Professional Learning Communities	2-400-001	
Program Administration, Evaluation, Accountability	8-417-001	
Reading Subject Content	1-013-001	1-105-011
Scholarships, Financial Aid, Education Transitions	8-418-001	
School Health and Safety	6-511-002	
School Improvement	7-512-001	
Schools of Excellence (2017-18 only)	8-506-003	
Schools of Excellence (2018-19 forward)	8-521-001	
Section 504/Americans w/Disabilities Act	8-419-001	
Service Coordination, Collaboration, Integration	8-420-001	
STEM Instructional Strategies	2-007-002	
Student Motivation	8-421-001	
Students Records	8-422-001	
Student Support Services: Laws, Rules, Policies, Procedures	8-410-001	8-103-001
Subject Content: Career Education	1-002-001	
Subject Content: Computer Science	1-003-001	
Subject Content: Fine Arts	1-000-001	1-105-008
Subject Content: Humanities	1-006-001	
Subject Content: Mathematics	1-009-001	1-105-002
Subject Content: Science	1-015-001	1-105-004
Subject Content: Social Studies	1-016-001	1-105-013

Subject Content: STEM Integrated Content	1-007-002	
Substance Abuse Prevention	6-403-001	
Substitute Teacher	8-506-002	
Teacher Evaluation Training	7-507-003	
Technology Applications Strategies	3-003-001	
Technology for Educational Leaders	7-507-005	
Technology in the Classroom	3-408-001	3-100-002
Transportation Service Training	8-515-001	
Visually Impaired		1-105-012
Writing Instruction	2-017-001	

PROFESSIONAL LEARNING CATALOG COMPONENTS – NUMERICAL

Component Number: A seven-digit code which identifies each component in the professional learning catalog. The tables that follow are numerical listings of the professional learning components designed for implementation through this professional learning catalog.

Table 3

Professional Learning Catalog Components, Numerical

Title of Component	Component Number
Subject Content: Fine Arts	1-000-001
Subject Content: Career Education	1-002-001
Subject Content: Computer Science	1-003-001
Foreign (World) Language Subject Content	1-004-001
Subject Content: Humanities	1-006-001
Other Content Areas	1-007-001
Subject Content: STEM Integrated Content	1-007-002
Subject Content: English/Language Arts	1-008-001
Subject Content: Mathematics	1-009-001
Subject Content: Physical Education Subject Content	1-011-001
Subject Content: Reading	1-013-001
Subject Content: Science	1-015-001
Subject Content: Social Studies	1-016-001

Career and Technical Education for ESE	1-105-001
Mathematics Subject Content for ESE	1-105-002
Subject Content: Science for ESE	1-105-004
Subject Content: English/Language Arts for ESE	1-105-006
Subject Content: Fine Arts for ESE	1-105-008
Other Content Areas for ESE	1-105-009
Subject Content: Physical Education for ESE	1-105-010
Subject Content: Reading for ESE	1-105-011
Visually Impaired	1-105-012
Subject Content: Social Studies for ESE	1-105-013
Hearing Impaired	1-105-014
Career and Technical Education	1-211-001
Subject Content: Adult Education Subject Content	1-301-001
Subject Content: Media Content	1-407-001
STEM Instruction Strategies	2-007-002
Florida Standards	2-007-001
Music Instruction	2-010-001
Preschool/Child Care	2-012-001
Instructional Methodology: Reading Instruction – Integrating a Multi-Sensory Approach	2-013-002
Writing Instruction	2-017-001
Instructional Methodology	2-100-001
Instructional Methodology: Reading Instruction – Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse learning Needs	2-100-002
ESE Procedures and Practices	2-103-001
Professional Learning Communities	2-400-001
Lesson Study	2-400-002
New Teacher Induction	2-404-001
Communication	2-406-001
Instructional Methodology	2-408-002
Multicultural Sensitivity	2-412-001
ESOL for Guidance Counselors	2-704-525
ESOL for Category III Teachers	2-704-528

Technology Applications Strategies	3-003-001
Assistive Technology in the Classroom	3-100-001
Technology in the Classroom	3-100-002
Technology in the Classroom	3-408-001
Assessment	4-102-001
Action Research	4-400-001
Assessment	4-401-001
Data Analysis	4-408-001
Classroom Management	5-101-001
Classroom Management	5-404-001
Mental Health Services	5-414-001
Physical & Mental Wellness	6-414-001
Substance Abuse Prevention	6-403-001
Child Abuse Prevention	6-511-001
School Safety	6-511-002
Non-Instructional: Transportation Service Training	6-515-001
Clinical Education	7-501-001
Educational Leadership	7-507-001
Instructional Leadership: School Principal Level II	7-507-002
Teacher Evaluation Training	7-507-003
Leadership Evaluation Training	7-507-004
Technology for Educational Leaders	7-507-005
School Improvement	7-512-001
ESOL for Administrators	7-704-500
ESE Parent Involvement, Parent Support	8-104-001
Student Support Services: Assessment/Student Appraisal	8-401-001
Student Support Services: Behavioral Interventions (crisis, abuse, etc.)	8-403-001
Student Support Services: Human Relations/Communication Skills	8-406-001
Student Support Services: Laws, Rules, Policies, Procedures	8-410-001
Student Support Services: Parent Involvement, Parent Support	8-413-001
Student Support Services: Problem-solving Teams	8-415-001
Code of Ethics	8-416-001

Student Support Services: Program Administration, Evaluation, Accountability	8-417-001
Student Support Services: Scholarships, Financial Aid, Education Transitions	8-418-001
Student Support Services: Section 504/Americans w/Disabilities Act	8-419-001
Student Support Services: Service Coordination, Collaboration, Integration	8-420-001
Student Support Services: Student Motivation	8-421-001
Student Support Services: Students Records	8-422-001
Non-Instructional: Food Service Training	8-505-001
Non-Instructional: Educational Paraprofessionals/Aides	8-506-001
Substitute Teacher	8-506-002
Schools of Excellence (2017-18 only)	8-506-003
Non-Instructional: office/Clerical Support	8-509-001
Non-Instructional: Custodian/Maintenance	8-510-001
Transportaion Service Training	8-515-001
Schools of Excellence (2018-19 forward)	8-521-001

PROFESSIONAL LEARNING CATALOG COMPONENTS

Add-On Endorsement Program Component List

Table 4

Athletic Coaching/Sports Medicine Add-On Endorsement Program

Title of Component	Component Number	Inservice Points Required
Care and Prevention of Athletic Injuries	1-011-540	60
Coaching Theory	1-011-541	60
Theory and Practice of Coaching a Specific Sport	1-011-542	60

Table 5

Autism Spectrum Disorder K-12 Add-On Endorsement Program

Title of Component	Component Number	Inservice Points Required
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	2-103-545	80
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	5-101-546	80
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience	3-100-547	80

Table 6*Drivers Education/Traffic Safety Add-On Endorsement Program*

Title of Component	Component Number	Inservice Points Required
Basic Driver Education/Traffic Safety	1-014-537	60
Advanced Driver Education/Traffic Safety	1-014-538	60
Administration and Supervision Driver Traffic Safety	1-014-539	60

Table 7*ESOL Add-On Endorsement Program*

Title of Component	Component Number	Inservice Points Required
Methods of Teaching ESOL	2-700-520	60
Applied Linguistics	2-702-521	60
Cross-Cultural Communication and Understanding	2-705-522	60
Testing and Evaluation of ESOL Students	2-701-523	60
Curriculum and Materials Development	2-703-524	60

Table 8*Florida Gifted Add-On Endorsement Program*

Title of Component	Component Number	Inservice Points Required
Nature and Needs of the Gifted	2-100-511	60
Educating Special Populations of Gifted Students	2-100-512	60
Curriculum Development for the Gifted	2-100-540	60
Guidance Counseling of the Gifted Student	2-100-542	60
Theory and Development of Creativity	2-100-543	60

Table 9*Reading Add-On Endorsement Program*

Title of Component	Component Number	Inservice Points Required
Competency One: Foundations of Reading Instruction	1-013-501	60
Competency Two: Application of Research-based Instructional Practices	1-013-502	
Competency Three: Foundations of Assessment	1-013-503	60
Competency Four: Foundations & Applications of Differentiated	1-013-504	60
Competency Five: Demonstration of Accomplishment	1-105-505	60

PROFESSIONAL DEVELOPMENT ALTERNATIVES (PDA)

Professional Development Alternatives are made available by the Florida Department of Education Bureau of Exceptional Education and Student Services. Professional development alternatives are online courses offering professional development, designed to assist educators with responding to instructional needs of each learner to maximize achievement for all students. Many of the PDA courses support the re-certification requirement of 20 hours in teaching students with disabilities (Renewal Credit in Teaching Students with Disabilities 1012.585, F.S.), however, each school district or private school agency determines which modules satisfy the content requirement for their employees. FDLRS reports in-service credits to school districts and private school agencies.

Table 10

Professional Development Alternative Courses and Component Numbers Alphabetical Listing

Component Name	Component Number
Assessment and Evaluation	4-102-001
Deaf Ed Express	2-100-020
Differentiating Mathematics Instruction	2-100-009
Differentiating Reading Instruction	1-100-002
Differentiating Science Instruction	2-100-006
Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas	2-100-010
Engaging Learners Through Informative Assessment	4-102-003
English language Learners for Therapists	8-700-001
Exploring Structured Literacy	2-100-011
Formative Assessment for Differentiating Instruction	4-102-001
Foundations of ESE	1-103-001
	1-103-002
Inclusive Practices for the Developmentally Appropriate Pre-K Classroom	2-100-017
Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs	2-100-019
Instructional Practices in ESE	2-100-005
Integrating Standards Aligned Instruction Across the Tiers	2-415-001
Interpersonal Interactions and participation	2-100-003
Introduction to Differentiating Instruction	2-100-007
Language Development and Communication Skills	2-100-004
Language Reading Connection	2-409-001
Leadership for Inclusion of Students with Disabilities	7-513-002
Leading Within an MTSS	7-400-001
Math Difficulties, Disabilities and Dyscalculia	2-100-023
Matrix of Services	8-103-103
Multi-Tiered System of Support: An Introduction	8-415-002
PBS: Understanding Student Behavior	5-101-004

Pre-K Florida Child Outcomes Measurement System Battelle Developmental Inventory 2 nd Edition (BDI-2) Training Module	4-102-006
Reading Difficulties, Disabilities and Dyslexia	2-100-018 2-013-005
Secondary Transition	8-103-108
SIM – Content Mastery Routine	2-100-021
SIM- EPD Unit Organizer Routine	2-100-022
Strategies to Support PreK Activities and Routines	5-012-001
Student Services for Inclusive Schools	7-420-001
Surrogate Parent	8-103-104
Teaching Students with Disabilities	2-100-008
Teaching Students with Disabilities in the Fine Arts	2-100-016
Technology for Student Success - An Introduction	3-100-004
Technology for Student Success – Assistive Technology	3-100-003
Transition	1-100-001
Universal Design for Learning – Lesson Plans	2-404-002
Usher Syndrome Screening	4-102-007



General Components

ACTION RESEARCH

Component Identifier Number: 4-400-001

Maximum Inservice Points: 120

General Objective(s):

Participants will learn how to conduct Action Research for classroom and school improvement.

Specific Objective(s):

Upon completion of one or more of the professional learning activities, participant:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.
7. Understanding methods and materials of differentiation to meet the learning needs of students.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: A4, B1

FPLS: S4, S7

ASSESSMENT

Component Identifier Number: 4-401-001 or 4-102-001(ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4
FPLS:	S1

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

Component Identifier Number: 3-100-001 (ESE Only)

Maximum Inservice Points: 120

General Objective(s):

This professional learning will enable instructional personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom successfully.

Specific Objective(s):

Upon successful completion of one or more professional learning inservice activities, participants:

1. Use technology to promote and enhance the student's learning, communication, real-life problem solving skills, and professional research.
2. Determine the most appropriate assistive technology device to use in meeting individual student needs.
3. Use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Use assistive technology within the curriculum to augment students' verbal and written communication.
5. Use universal design to enable all students to access the curriculum.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S5

1. IDENTIFICATION:**TITLE: Career and Technical Education Subject Content****COMPONENT NUMBER: 1-211-001 / 1-105-001 (ESE)****Function: 1****Focus Area: 211 /105 (ESE)****Local Sequence Number(s): 001****POINTS TO BE EARNED: 120 Maximum**

2. DESCRIPTION: This component will provide career and technical education (CTE) teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to: 1) deepen teachers' subject content knowledge related to specific curriculum framework, course-appropriate CTE Standards and benchmarks, associated Industry or National Standards, aligned Florida Standards for Technical Subjects, and aligned Florida academic standards for Math, Language Arts, and Science that are addressed in the CTE courses and 2) pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students.

3. 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
- ☐ Mastery of a specific leadership practice
- ☐ 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)

SUBJECT CONTENT: CAREER EDUCATION
COMPONENT NUMBER: 1-002-001

Function: 1

Focus Area: 002

Local Sequence Number(s): 001

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Educators will gain content knowledge needed to effectively engage students in career education. They may also review and evaluate instructional resources to improve the instructional process.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☐ 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:
- ☐ Mastery of a specific leadership practice:
- ☐ 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: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☐ 1.1.1, 1.1.2	☒ 2.1.1, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.1, 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will:

1. Demonstrate knowledge of the philosophy of Career Education including legislation and state and local policies and procedures.
2. Demonstrate proficiency in using techniques and tools, including inventories and software to help students identify personal skills, interests and abilities and relate them to career choices.

3. Demonstrate proficiency in locating, evaluating and interpreting current career information.
4. Demonstrate knowledge of careers and career pathways, including educational preparatory requirements.
5. Demonstrate knowledge of student organizations related to career education.
6. Understand and explain how economic and societal needs influence employment trends.
7. Demonstrate knowledge of the legal rights and responsibilities of employers and employees.
8. Demonstrate knowledge of employability skills such as collaborative work, problem solving and organizational skills.
9. Demonstrate knowledge of individual characteristics such as the responsibility, dependability, punctuality, integrity and effort in the workplace.
10. Demonstrate knowledge of time management skills.
11. Explore and identify opportunities through which students may gain employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
12. Develop field and career shadowing experiences for students.
13. Develop curriculum resource materials and use them in the classroom to teach current career and employability trends and promote career awareness, selection, and planning for diverse learners.
14. Develop curriculum resources to promote knowledge and development of employability skills for diverse learners.
15. Identify special needs of students and implement teaching and counseling strategies to promote learning and career selection and planning.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, or job embedded.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on career education.
2. Network with other career educators to share tools and resources related to career education.
3. Engage in dialogue with other educators including post-secondary, business leaders and agencies to learn current career trends and preparatory pathways.
4. Explore resources and tools for use in helping students identify personal skills, interests and abilities and relate them to career choices.
5. Examine, evaluate and identify resources and materials may be used to teach employability skills.
6. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), planning tool, student artifact(s), anecdotal evidence, assessment data, or written reflection.
7. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a network or professional learning community of other career educators. Additionally, inventories, software, tools, materials and/or other curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job
Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Impact Area: Tracking improvements in student learning growth supported by the professional learning
Evaluation Methods for Students Database Codes: B, D

Determine the degree to which educator's professional learning contributed to student performance gains as measured by teacher-constructed student growth measures and observation of student performance.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases PAEC personnel

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

- Individual teachers will use impact data based on classroom assessments, products, and performance as appropriate, to gauge students' progress in career determination and career planning and review results, with, a mentor, site-based administrator or other designated individual.
- District coordinators, site-based administrators, and district instructional staff will use locally developed progress monitoring and summative assessment impact data to gauge student progress toward meeting district goals related to career determination and planning.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch, PAEC PDC

- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

	Educator	School	District
Planning	☐	☒ 2.1.1, 2.2.1	
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.2, 2.2.3, 2.2.4	
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1
Evaluating	☒ 1.4.2, 1.4.3, 1.4.5		

☐: Check here if not significantly related to any Protocol Standard

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select specific standards from Florida's course description of the course or courses being taught, as the target of professional study and complete these activities:
 - a. Based on reviews of available student assessment and/or performance data, including results of aligned industry certification exams, and discussions with colleagues, identify the standards that are most challenging to students.
 - b. Based on emerging changes in content information, technologies or methodologies, pertinent to *Florida's Career and Technical Education Curriculum Frameworks* and course(s) taught, identify specific areas of study that will ensure currency of information, responsiveness to business and industry, impact CTE standards-based instruction and enhance student learning.
 - c. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.

- d. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education's Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
 - e. Identify CTE standards and benchmarks, as well as standards tested on related industry certification exam/s, and determine how they will be assessed.
 - f. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.
3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:
- a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
 - b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
 - c. Develop lesson plan(s), with clearly stated learning goals, based on the selected standards. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
 - d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

Participants will be engaged in one or more of the following types of professional learning activities:

WHAT

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, standards and benchmarks; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s), benchmarks and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students. Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by a facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

KEY ISSUES to be Included in Participant Implementation Agreements

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
 - a. Complete required professional learning design survey.
 - b. Plan and/or discuss implementation with support colleagues.
 - c. Complete appropriate assignments, such as lesson plans.
 - d. Collect and analyze student impact data.
 - e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
 - f. Reflect on results and use results to inform decisions about instructional practices.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer or knowledgeable other, district or site-based administrator, and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.

Evaluation Methods for Staff Database Code: A

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, evidence of communication with district or site-based administrator, approved knowledgeable other, peer or mentor educator, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

Impact Area: Tracking improvements in student learning growth supported by the professional learning.

Evaluation Methods for Students Database Code B:

Results of school/teacher-constructed student growth measure(s) that track student progress.

Who will use the evaluation impact data gathered?

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted standards and benchmarks and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted standards and benchmarks and to inform decisions regarding teacher professional learning needs.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with a designated individual who may be a support colleague, instructional coach, district CTE director or designee, approved knowledgeable other, site-based administrator and/or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the standards and benchmarks for the course(s) taught.

What other forms of evaluation data will be gathered?

- a. Online "Professional Learning Design" Survey
- b. Results of national industry certification exam(s), state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Panhandle Area Educational Professional Development Council

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council

CHILD ABUSE PREVENTION

Component Identifier Number: 6-511-001

Maximum Inservice Points: 120

General Objective(s):

Participants will become familiar with signs and symptoms of child abuse and the requirements for reporting suspected cases to authorities for investigation.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected child abuse.
2. Acquire knowledge of the laws and regulations applicable to the requirements and legal responsibilities of reporting suspected cases of child abuse.
3. Demonstrate understanding of the application of the laws and regulations for reporting of suspected child abuse.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: A2

FPLS: S5, S8, S10

CLASSROOM MANAGEMENT

Component Identifier Number: 5-404-001 or 5-101-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to manage the classroom.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies within the learning environment.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S5, S8

CLINICAL EDUCATION

Component Identifier Number: 7-501-001

Maximum Inservice Points: 40

General Objective(s):

To develop the participants' knowledge and skills and attitudes necessary to function as an effective Peer Teacher or other support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of requirements for serving as a Peer Teacher as stated in Chapter 231, Florida Statutes and State Board of Education Rule 6A-5.75.
2. Demonstrate awareness of the district approved New Teacher Orientation program and requirement of the program.
3. Demonstrate awareness of the generic teaching competencies and their application to the observation and support of new teachers.
4. Identify standard and alternative means for documenting competencies and providing support as needed.
5. Demonstrate knowledge and skill in the research and observation techniques of the Florida Performance Measurement System as it applies to the role of a support team member.
 - a. The participant will acquire skills in using the Florida Performance Measurement System (FPMS) formative instruments
 - b. The participant will acquire a working knowledge of the six (6) domains of effective teaching as defined by the Florida Performance Measurement System
 - c. The participant will identify behaviors that are indicators of generic teaching competencies
6. Demonstrate knowledge and skill in the clinical supervision process as it applies to the role of a support team member.
 - a. The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
 - b. The participant will acquire skills in systematic observation of teacher behavior in six domains of effective teacher performance
 - c. The participant will demonstrate knowledge and skills in the formal and informal section, design and use of observation tools and systems
 - d. The participant will demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness, and needs for continued development
 - e. The participant will demonstrate skill in planning and conducting post-observation conferences

- f. The participant will demonstrate the use and the value of reflection in self-assessment in teacher training and professional learning

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4

CODE OF ETHICS

Component Identifier Number: 8-416-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide for a student access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Not use institutional privileges for personal gain or advantage.
7. Maintain honesty in all professional dealings.
8. Not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. Support a colleague's right to exercise political or civil rights and responsibilities.
10. Maintain confidentiality of student information as prescribed by law.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B2
FPLS:	S10

COMMUNICATION

Component Identifier Number: 2-406-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: A2

FPLS: S9

SUBJECT CONTENT: COMPUTER SCIENCE
COMPONENT NUMBER: 1-003-002

Function: 1

Focus Area: 003

Local Sequence Number(s): 001

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Educators will learn key content, skills and instructional strategies needed to effectively teach Computer Science.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒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:
- ☐Mastery of a specific leadership practice:
- ☐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: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2	☒ 2.1.1, 2.1.3	☒ 3.1.1,3.1.2, 3.1.3,3.1.4, 3.1.5
Learning	☒ 1.2.2,1.2.3, 1.2.4,1.2.5	☒ 2.2.2,2.2.3, 2.2.4,2.2.5	☒ 3.4.1,3.4.2,3.4.3,3.4.4,3.4.5
Implementing	☒ 1.3.1,1.3.3	☒ 2.3.1.2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.1,1.4.2, 1.4.3,1.4.4	☒ 2.4.2,2.4.3, 2.4.4,2.4.5	☒ 3.4.1,3.4.2,3.4.3,3.4.4,3.4.5

5. IMPACT AREA(S):

- ☒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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will learn key content and strategies from the competencies listed below:

Competency 1:

1. Analyze a problem and apply appropriate solution strategies.
2. Apply the steps of algorithmic problem solving when designing solutions to problems.

3. Apply the stages of the software development life cycle (i.e., problem definition, analysis, design, testing, implementation, maintenance).
4. Determine and select an appropriate algorithm for a given problem.
5. Predict outputs of algorithms for a given input.
6. Identify an appropriate set of data necessary for testing a computer solution.

Competency 2:

7. Distinguish between constants and variables and between local and global identifiers.
8. Distinguish between integer, real number, character, string, Boolean, and object data types.
9. Recognize and convert between binary, decimal, and hexadecimal number systems.
10. Identify characteristics and uses of data structures, including arrays, linked lists, stacks, queues, and sets.
11. Distinguish between instance, class, and local variables in an object-oriented design.
12. Identify components of class declarations for an object-oriented program and distinguish between public and private access specifiers.

Competency 3:

13. Distinguish between error types (e.g., syntax, runtime, logic) and apply principles of debugging.
14. Identify principles, characteristics, and uses of internal and external program documentation.
15. Analyze the characteristics and functions of object-oriented and procedural languages.
16. Select the appropriate algorithmic sequence, conditional, iteration, and recursive constructs for a given purpose.
17. Analyze characteristics and applications of searching (i.e., sequential, binary) and sorting (i.e., selection, insertion, merge) algorithms.
18. Analyze the characteristics and applications of propositional logic (e.g., De Morgan's laws).

Competency 4:

19. Identify characteristics and apply concepts of the Scratch programming language learning environment from the MIT Media Library.
20. Analyze segments of JavaScript code containing sequential, conditional, or iteration statements.
21. Analyze segments of JavaScript code involving methods, interacting objects, or passing parameters.
22. Apply principles of data types and data manipulation (e.g., string methods, arithmetic operations) in the JavaScript programming language.
23. Apply principles of abstraction, encapsulation, inheritance, and polymorphism in the JavaScript code programming language.

Competency 5:

24. Identify the hardware components of a computer system and their functions (e.g., input, output, processing, storage).
25. Analyze the advantages, disadvantages, or both of various data storage technologies.
26. Identify the characteristics and uses of various types of software (e.g., system, application).
27. Apply features and functions of application and productivity software (e.g., word processing, spreadsheet, database, multimedia authoring, Web development software).
28. Identify concepts and terminology related to networks (e.g., network protocols, Open Systems Interconnection model, client-server, cloud computing).
29. Identify characteristics and uses of network devices (e.g., servers, routers, switches, access points, workstations).

Competency 6:

30. Identify examples of appropriate use (e.g., software license types, archival copying, fair use of copyrighted materials) and misuse (e.g., plagiarism, music and video piracy) of intellectual property.
31. Identify milestones in the historical development of computer technology and important contributions of individuals or groups to the development of computer technology.
32. Analyze cultural, legal, and ethical issues and responsibilities of digital citizens, organizations, and government entities (e.g., privacy issues related to Internet use, data protection).
33. Analyze issues related to malicious software, social engineering, and security awareness.
34. Identify concepts and terminology related to security countermeasures (e.g., firewalls, antivirus programs, filtering software, encryption) that prevent, detect, and correct breaches.
35. Analyze security issues related to maintaining the confidentiality, integrity, and availability of information.

Competency 7:

36. Apply appropriate and effective classroom management strategies for teaching computer science (e.g., laboratory work, cooperative learning, electronic communications).

37. Apply appropriate and effective instructional strategies for teaching computer science (e.g., independent learning, case studies, role-playing, manipulatives, visualizations, simulations, modeling, team software development).
38. Apply appropriate and effective formative and summative assessment strategies for teaching computer science (e.g., rubrics, portfolios).
39. Apply appropriate and effective accommodations, adaptations, and strategies that ensure the equitable use of technology for diverse student populations (e.g., students with exceptionalities, English language learners, students from various socioeconomic levels).
40. Determine characteristics and apply uses of instructional technologies (e.g., collaborative online tools, social networking, computer-based learning, mobile devices).
41. Recognize opportunities, skills, and paths related to college and career readiness in the field of computer science.
42. Apply practices for planning and developing curricula that meet state and national standards and recognize resources for ongoing professional support and development.
43. Learn to incorporate computer technology/computer science into other disciplines, especially in their primary educator certification area.
44. Apply computer technology to their teaching practice.
- 45.

Note: Competencies are from the Florida Teacher Certification Examinations (FTCE) Computer Science K-12 Competencies and Skills Blueprint.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, D, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, learning community/lesson study groups, and/or job embedded.

WHAT

Educators will learn and gain proficiency in selecting and implementing appropriate algorithms for problem solving, apply knowledge of computing systems, model networks and the Internet, use, analyze and store data, develop programs and interpret algorithms, and analyze impacts of computing. Additionally, educators will analyze the impacts of computing and apply principles of equity, inclusion and ethics as they design instruction that will engage students in problem-solving and creative expression through Computer Science.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice. They may participate in a network or professional learning community of other computer science educators, receive structured coaching or mentoring, and/or or receive electronic monitoring and feedback. Additionally, software, tools, and curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. They may develop products related to the learning process such as an action plan, computer-based application of learning, instructional plans, written reflections regarding the implementation process and lessons learned, case study findings, anecdotal records, modeling strategies, and samples of student work and assessment data. The activity will require the participant to describe implementation of the specific skills, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning
Evaluation Methods for Students Database Codes: A**

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student achievement.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases Florida Department of Education and/or PAEC personnel

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

- Individual teachers will use impact data based on classroom assessments, products, and standardized exams as appropriate, to gauge students' progress toward proficiency in applying computer science principles and practices and review results, with, a mentor, site-based administrator or other designated individual.
- Florida Department of Education, PAEC personnel, district coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward mastery of computer science principles and practices and student data focused on enrollment and successful completion of computer science-related courses to identify trends and progress in meeting achievement goals.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services - Professional Development Center

Name(s) of Component Author(s): Brenda Crouch, PAEC PDC

DATA ANALYSIS

Component Identifier Number: 4-408-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognizes patterns in data of students assessment results to determine students' performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students' current curriculum and content needs.
6. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
7. Communicate group and individual student progress knowledgeably and responsibly based upon appropriate data to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A4
FPLS:	S2, S5, S6

EDUCATIONAL LEADERSHIP

Component Identifier Number: 7-507-001

Maximum Inservice Points: 120

General Objective(s):

To expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative and managerial support services to students, teachers and other members of the school, district, state, and federal educational community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the concepts and content of administrative and management services.
2. Demonstrate skill in applying knowledge to provide high quality administration and management services to educational personnel at all levels of the educational community.
3. Demonstrate competency in the delivery of administrative and managerial support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
5. Demonstrate awareness of the Florida Leadership Standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

ESE PROCEDURES AND PRACTICES

Component Identifier Number: 2-103-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide educators and staff with the opportunity to develop and/or update knowledge and skills necessary to provide programs and services and to effectively instruct exceptional education students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the student characteristics and criteria for eligibility in ESE special programs.
2. Describe the models of support and placement options for students with disabilities.
3. Identify and demonstrate research-based strategies/techniques for teaching students with disabilities.
4. Identify and demonstrate research-based materials, technology, programs, and resources for teaching students with disabilities.
5. Demonstrate skill in the appropriate use of academic accommodations and modifications for students with disabilities.
6. Demonstrate skill in the appropriate use of assistive and adaptive technology for students with disabilities.
7. Demonstrate skill in the appropriate use of behavior and classroom management techniques for students with disabilities.
8. Develop appropriate Individual Educational Plan (IEP) goals and objectives for students with disabilities.
9. Develop appropriate Transition IEP goals and objectives students with disabilities.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S2, S3, S5

ESOL FOR ADMINISTRATORS

Component Identifier Number: 7-704-500

Maximum Inservice Points: 60

General Objective(s):

The purpose the of ESOL for Administrators - Online Course is to meet the 60 hour professional development requirement of the Modified Florida Consent Decree for school administrators as well as to address the Florida Department of Education ESOL objectives for administrators. Participants will identify the administrator's role and responsibility as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting the Sunshine State Standards and NCBL; and apply new knowledge and strategies.

Specific Objectives:

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and policies that may potentially impact ELLs and their families. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
9. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.
10. Demonstrate knowledge of the legal requirements of a student's ELL plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of

assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.

14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.
17. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for Speakers of Other Languages program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English language learners, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

Activities:

The ESOL for Administrators Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-

- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

ESOL FOR CATEGORY III TEACHERS

Component Identifier Number: 2-704-528

Maximum Inservice Points: 18

General Objective(s):

The Panhandle Area Education Consortium's 18-hour ESOL for Category III Teachers on-line course is designed to meet the requirements of the Florida Consent Decree for Category III teachers. The purpose of the online course is to provide these teachers with knowledge about ESOL (English for Speakers of Other Languages) students and instructional strategies and approaches teachers can use to assist ESOL students in understanding the curriculum and meeting the Sunshine State Standards.

Specific Objectives:

1. Analyze and adapt instruction to be comprehensible to ESOL students
2. Facilitate ESOL student adjustment to a new culture
3. Interpret ESOL student behavior from a cultural perspective
4. Understand the principles of second language acquisition and how they can be used in the classroom to facilitate language development
5. Adapt traditional assessments
6. Explore issues that affect the validity of classroom assessment
7. Develop guidelines for grading ESOL students
8. Utilize alternate strategies to assist LEP students
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with more assistance for LEP students.
11. Assess ELLs appropriately so that assessments measure what they are intended to measure.

Activities:

The *ESOL for Category III Teachers Online Course* requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

ESOL FOR GUIDANCE COUNSELORS

Component Identifier Number: 2-704-525

Maximum Inservice Points: 60

General Objective:

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* Online course is to meet the modified Florida Consent Decree requirements for guidance counselors. To meet this goal, the participant will develop and implement a case study of an English Language Learner, including strategies to address academic needs. The case study must contain evidence to support mastery of the Standards and Competencies.

Specific Objectives:

1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations. ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the LEP Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELL and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.
7. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
8. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
9. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.
11. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school

administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.

12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

Activities:

The ESOL for Guidance Counselors Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In

addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

HEARING IMPAIRED

Component Identifier Number: 1-105-014

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct deaf/hard of hearing students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with hearing impairment.
2. Demonstrate increased vocabulary, speed, accuracy, and fluency in using American Sign Language expressively and receptively.
3. Interpret the results of an audiological evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of individual and classroom amplification equipment.
5. Demonstrate skill in the appropriate use of assistive and adaptive technology for hearing impaired students.
6. Identify and demonstrate instruments and use of cochlear implants.
7. Identify and demonstrate research-based techniques/strategies for teaching hearing impaired students.
8. Identify and demonstrate research-based materials/programs for teaching hearing impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and section 504 as they relate to hearing impaired students.
10. Describe aspects of deaf culture and etiquette to utilize when working or socializing with the hearing impaired.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S2, S3, S5

SUBJECT CONTENT: HUMANITIES
COMPONENT NUMBER: 1-006-001

Function: 1

Focus Area: 006

Local Sequence Number(s): 001

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Educators will gain content knowledge needed to effectively teach humanities. They may also review and evaluate humanities instructional resources to improve the instructional process.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ 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:
- ☐ Mastery of a specific leadership practice:
- ☐ 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: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1,1.1.2	☒ 2.1.1,2.1.3	☒ 3.1.1,3.1.2,3.1.3,3.1.4,3.1.5
Learning	☒ 1.2.2,1.2.3, 1.2.4,1.2.5	☒ 2.2.2,2.2.3, 2.2.4,2.2.5	☒ 3.2.1,3.2.2,3.2.3,3.2.4,3.2.5, 3.2.8
Implementing	☒ 1.3.1,1.3.3	☒ 2.3.1,2.3.3	☒ 3.3.1,3.1.2,3.3.3
Evaluating	☒ 1.4.2, 1.4.3,1.4.4	☒ 2.4.2,2.4.3,2.4.4,2.4.5	☒ 3.4.1,3.4.2,3.4.3,3.4.4,3.4.5

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will learn key content and strategies from the competencies listed below:

1. Demonstrate knowledge of Florida's Humanities content standards.
2. Demonstrate breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests and diverse points of view.

3. Examine, evaluate and incorporate examples from history, culture, philosophy, art history, literature, religion and politics to enrich instruction.
4. Examine and evaluate print and digital collections and identify primary source materials to support instruction.
5. Examine, evaluate and incorporate media, including print, broadcast, and digital forms to support instruction.
6. Appreciate, understand and use creative works to promote creative/critical thinking and problem-solving of students.
7. Develop curriculum resource materials, aligned to Florida's Humanities content standards, and use them to promote creative/critical thinking and problem-solving of students.
8. Develop curriculum resource materials, aligned to Florida's Humanities content standards, and use them in the classroom to meet the needs of diverse learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, learning community /lesson study group, structured coaching/mentoring, or job embedded.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on Florida's Humanities content standards.
2. Examine examples from history, culture, philosophy, art history, literature, religion, and politics for use in supporting humanities instruction.
3. Identify print, broadcast, and digital media to support instruction.
4. Take part in dialogue focused on how diverse resources and materials may be used to engage learners in creative thinking and problem-solving.
5. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection.
6. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, and/or experience coaching or mentoring. Additionally, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Impact Area: Tracking improvements in student learning growth supported by the professional learning Evaluation Methods for Students Database Codes: B, D

Determine the degree to which educator's professional learning contributed to student performance gains as measured by teacher-constructed student growth measures and observation of student performance.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases PAEC personnel

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

- Individual teachers will use impact data based on classroom assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering of Florida's Humanities content standards and will review results with a mentor, site-based administrator or other designated individual.
- District coordinators, site-based administrators, instructional staff and consortia personnel, will use locally developed progress monitoring and summative assessment impact data to gauge progress toward student achievement goals in the area of humanities.

What other forms of evaluation data will be gathered?

- Data may be used by teachers, site-based administrators, school or district instructional support staff and mentors, and/or PAEC personnel.
- To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch PAEC ePDC

1. IDENTIFICATION:**TITLE:** Instructional Leadership – School Principal Level II**COMPONENT NUMBER:** 7-507-002**Function:** 7**Focus Area:** 507**Local Sequence Number(s):** 002**POINTS TO BE EARNED: 120 Maximum**

2. DESCRIPTION: This component supports an in-depth, two to three-year program of professional learning based on the *Florida Principal Leadership Standards* which are based on contemporary research on high-effect school leadership practices (6A-5.080, F.A.C., *Florida Principal Leadership Standards*). The purpose is to provide a deeper understanding, including repetitive implementation experiences, regarding core instructional leadership strategies in order to provide quality leadership for our schools, now and in the future. The vision is to produce leaders who have the knowledge and skills to lead quality school learning cultures focused on continuous improvement of student achievement and college and career readiness.

3. 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:
- ☐ Mastery of a specific leadership practice:
- ☒ 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: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1	☒ 3.1.1, 3.1.2, 3.1.6
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6		
Implementing	☒ 1.3.1, 1.3.2, 1.3.3		☒ 3.3.2
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4		

5. IMPACT AREA(S):

- ☐ 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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Understand the significance of a growth mindset, deepen one's capacity to apply a growth mindset in his/her professional practice and to support school cultures that foster growth mindsets among school leadership, faculty, and students. The participant will learn about the growth mindset and:
 - a. Engage in reflective thinking to assess one's status regarding use of a growth mindset.
 - b. Observe highly-effective and struggling teachers and assess the degree to which the teachers observed employ a growth mindset. Analyze whether the application of a growth mindset differentiates highly effective and less effective teaching and discuss this analysis with the mentor and growth team.
 - c. Identify developing professionals and work with them in a mentoring capacity to enhance their understanding of a growth mindset and discuss the mentoring plan and its implementation with the mentor and growth team.
 - d. Interview a random selection of students to discuss their perceptions about whether the instruction they are receiving provides evidence of their teachers' growth mindset and whether they are learning to pursue a growth mindset through their own school experiences and then, discuss findings, observations, and perceptions with the mentor and growth team.
 - e. Prepare and deliver a presentation to a school faculty that explains what a growth mindset is, why it is important to students, and how a school faculty can support each

other in fostering a school culture where a growth mindset characterizes student learning experiences.

2. Understand the essential elements of effective standards-based instruction and apply instructional leadership strategies that support a learning culture that values standards-based education. The participant will become familiar with the state statutes and State Board of Education rules related to standards-based instruction and:
 - a. Review professional literature on the significance and structure of standards-based instruction and the national movement toward standards-based instruction as a means of meeting the challenges of globalization and an information age.
 - b. Examine research regarding the development of Florida's academic standards for students.
 - c. Identify the process by which teachers can determine which Florida academic standards apply to the course(s) he/she teaches and provide professional learning sessions to faculty members on the use of the Florida Department of Education's course descriptions to enable all teachers to use them as the basis for course-appropriate, standards-based lesson planning.
 - d. Identify what subjects have test item specifications, provided by the Florida Department of Education, determine whether faculty members know how to access and use them, and provide assistance for those who do not use them to ensure they understand how standards are assessed on state assessments.
 - e. Use available professional resources to learn about learning goals and develop a process to monitor whether learning goals assigned to students are based on state standards for the courses in which they are enrolled.
 - f. Interview a random sample of students on what they understand their learning goals to be, ask how they are made aware of those learning goals, and compare students' understanding of learning goals with the actual state standards for the courses in which they are enrolled. Develop a protocol to guide a discussion with teachers about how to monitor whether learning required by state standards is aligned to the learning goals students are actually pursuing.
 - g. Conduct lesson planning conferences with teachers that address how to plan for standards-based instruction and how to monitor student progress toward mastery of those standards. Develop a protocol for enabling teachers to develop standards-based objectives, formative assessments to track progress, and summative assessments to determine student mastery of standards.
 - h. Engage in constructive dialogue with the mentor and growth team on the benefits obtained and obstacles to be overcome.
3. Become proficient in recognition of effective instruction by study and application of contemporary research on effective instructional practices and:
 - a. Deepen capacity to function as an expert observer and diagnostician of teaching and learning issues by gaining familiarity with the *5 Dimensions of Teaching and Learning*

- and the *4 Dimensions of Instructional Leadership*. Completers of the Commissioner's Leadership Academy are a resource.
- b. Develop a core vocabulary on analysis of effective instruction by reviewing the works of Robert Marzano, John Hattie and other nationally recognized experts on effective instruction.
 - c. Consult with the mentor, growth team, and a completer of the Commissioner's Leadership Academy to form a cohort with other school leaders to exchange practice observations and reporting visits.
4. Understand the value of a school-based culture of learning, master, and apply school leader practices that promote team learning and shared mission among a school faculty.
- a. Hold discussions with faculty members that allow expression of their current views on the mission of the school and the role of teachers in student success. Analyze the proportion of the faculty with a belief that teaching quality determines student success and the proportion that believe outside factors beyond the teacher control determine student success. Review national literature to identify examples of schools that overcame outside barriers and generated significant student success and share these examples with faculty members.
 - b. Establish a pattern of frequent classroom walk-throughs and informal observations to note patterns in instructional processes that students receive. Use a range of interpersonal communication skills and tools to provide feedback, coaching, and support to improve teaching.
 - c. Use evidence-based, non-evaluative conversations about teaching and learning to focus teachers on improving use of high effect size instructional strategies.
 - d. Discuss methods to initiate the use of real-time/active coaching skills to improve instruction in the moment with the mentor/growth team, implement the process, and hold constructive, follow-up conversations with faculty to improve your use of this process.
 - e. Manage time and resources to support faculty follow-up on agreed-upon next steps which support their implementation of professional learning and then, identify the next level of work issues related to professional growth. Discuss how this process will be implemented and seek suggestions for improvement with the mentor/growth team.
5. Understand the use of data-based decision making in setting learning goals, monitoring student growth, and making adjustments in supports to student learning. Review professional literature and utilize other resources on the use of data to promote student learning.
- a. Demonstrate effective use of technology to access and examine the various types of student data.
 - b. Meet with a variety of teachers to examine their lesson planning process and discuss what sources of formative data they plan to acquire to track student progress toward meeting lesson goals.

- i. Examine the relationship between the planned data acquisition and the standards of the course;
 - ii. Discuss the methods the teachers plan to use to acquire the data;
 - iii. Discuss how data results will be used to guide further lesson planning actions;
 - iv. Discuss how the data will be shared with students;
 - v. Determine how the data processes that were planned aligned with those that were actually used; and,
 - vi. Prepare and implement faculty presentations to share the most successful data processes observed and invite faculty members to explain these processes to their colleagues.
- c. Review whether teachers involve students in using data to track their own progress on important standards.
- d. Based on analysis of the above activities, use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps for lesson development and determination of student progress.
- e. Determine teachers' understanding and use of a multi-tiered system of supports (MTSS) and discuss with teachers the data processes they use to implement MTSS.
- f. Hold conversations with randomly selected students to gather evidence of their perceptions about the data they receive on their own progress toward mastery of course standards. Discuss with the mentor/growth team what the evidence says about the use of formative evaluation in the students' learning environment.
- 6. Become proficient in two-way communication and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
 - a. Become familiar with multiple avenues to support effective communication including digital tools and resources and demonstrate effective use of these tools.
 - b. Become skilled at leading conversations that may be difficult.
 - c. Learn about and use a variety of surveys to secure information from all stakeholders about educational issues such as school climate, school environment, faculty satisfaction, educational outcomes, and other issues related to the educational process.
 - d. Create opportunities to engage all stakeholders in constructive conversations about important school issues to promote involvement and maintain records.
 - e. Consult with the mentor and growth team to examine data that reflects progress.
- 7. Understand the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
 - a. Study the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.
 - b. Engage in dialogue regarding common violations with the mentor and growth team and legal experts.

- c. Create opportunities to provide information and engage faculty members in dialogue about the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.

Professional Development Delivery, Follow-Up and Evaluation:

NOTE: To earn credit for an objective, participants must complete the activities for that objective in a manner approved by their mentor and growth team. Evaluation of the participant's work will be done by the mentor and growth team. Evaluation of the component's impact on the participant's instructional leadership capacity will be performed by the participant's supervisor.

7. LEARNING PROCEDURES (Methods):

Participants will be engaged in one or more of the following types of professional learning activities:

Learning Methods Database Code: I

WHAT

All objectives are preceded by completion of these assignments:

1. Learning Culture Support System:
 - a. Select a peer mentor and growth team to facilitate work on this component. The mentor should have successful experience as a school administrator, be knowledgeable about the focus of the objective(s) under study, and be willing to take part in constructive conversations about the participant's professional growth. The growth team should consist of three to five knowledgeable others with expertise on some aspects of teaching and learning and/or instructional leadership. Agree upon times, methods, and supports that these colleagues will provide during this professional learning experience. NOTE: Mentor/growth team support applies to each objective; however, the mentor/growth team may change for each objective.
 - b. With the mentor/growth team selected, locate and review online descriptions of the methods and purposes of the constructive conversations (See FPLS Standard 9 and other resources provided by FLDOE or PAEC).
2. Florida Principal Leadership Standards:
 - a. To deepen capacity for implementing high quality instructional leadership at the school level, review the indicators in the Florida Principal Leadership Standards with your mentor/growth team, analyze your current capacity to meet the standards, and then, complete the objectives and supporting activities.

HOW:

Component delivery will employ a variety of learning designs, mentor/growth team collaboration, and use of research and/or other resources and tools. Professional learning may occur via face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

KEY ISSUES to be included in participant implementation agreements:

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Commit to working with a mentor/growth team and to receiving and providing constructive feedback.
3. Meet deadlines for completing implementation and follow-up activities which may require educators to:
 - a. Complete appropriate assignments.
 - b. Complete required professional learning design survey and other surveys that may be related to each of the specific objectives.
 - c. Collect and analyze impact data (teacher and/or student).
 - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
 - e. Reflect on results and use results to inform decisions about professional practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school, district, or regional leadership personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

Monitoring Procedures:

Educators will be required to develop and submit appropriate supporting products, which may include, but not be limited to a rubric, checklist, summary of analysis, protocol, meeting agenda, classroom walk-through documentation, coaching log or comments, video exemplar, presentation, case study, portfolio, or written reflections on lessons learned. Participants may also be observed demonstrating implementation of the process or product and supporting materials may be requested.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in leadership practices will be observed through the district's school leader evaluation system indicators and/or domains and/or deliberate practice or individual leadership development plan growth targets. Student progress measures will also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the district's school leader evaluation system, anecdotal records, portfolio, self-reflection, mentor/growth team documentation, artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the leader.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: F

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

Who will use the evaluation impact data gathered?

District-level Supervisors, Site-Based Administrators, Mentor/Growth Team Members, Florida Department of Education

10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

The supervisor, school leader, mentor/growth team, faculty members, and other stakeholders (such as SIP team members) will analyze student impact data, document results, review results and discuss impact and implications. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which implementation of the high effective size core instructional leadership strategies impact the school’s learning culture focused on continuous improvement of student achievement and college and career readiness.
2. The leader’s proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data **may** be gathered:

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. School culture and/or climate survey
- d. Surveys that report the frequency and quality of interactions among the participant and mentor/growth team members
- e. Data may be used by district supervisors and instructional teams, mentor/growth teams, site-based administrators, and/or PAEC personnel.

Records of professional learning feedback and completion and will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

INSTRUCTIONAL METHODOLOGY

Component Identifier Number: 2-408-002 or 2-100-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use an understanding of teaching and learning to provide a learning environment which supports intellectual development and critical, creative, and evaluative thinking capabilities of students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.
2. Stimulate student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
5. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.
7. Choose varied teaching strategies, materials, and technologies to expand students' thinking.
8. Assist students in selecting projects and assignments that involve the need to gather information and solve problems.
9. Pose problems, dilemmas, questions, and situations in lessons that involve value knowledge and that require evaluative thinking.
10. Assist students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
11. Guide students in evaluating the plausibility of claims or interpretations in the field of study.
12. Create approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represent concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Vary his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs.
15. Monitor student's work and adjusts strategies in response to learner's needs and successes in

creative thinking activities.

16. Propose open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
17. Use technology and other appropriate tools to extend the learning environment for students.
18. Understand methods and materials to differentiate instruction.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S8

LEADERSHIP EVALUATION TRAINING

Component Identifier Number: 7-507-004

Maximum Inservice Points: 60

General Objective(s):

The purpose of this component is to provide district leadership staff an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, staff will be able to describe all components of the LEA's evaluation model and explain how the system and procedures will affect evaluation results.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.
6. Describe how leadership, reflecting on the components of the evaluation model, can support and empower teachers to focus on student achievement.
7. Use the evaluation model framework to describe effective tools and strategies to encourage teachers to work with leadership to improve student learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, G, I

Follow-up Methods: M, N, O, P, Q, R

Evaluation Methods: A, C, D, E, F (Student)
A, B, C, D (Staff)

FEAP: B1

FPLS: S3, S4, S6, S7

LESSON STUDY

Component Identifier Number: 2-400-002

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to learn the elements and processes involved in collegial learning through Lesson Study.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Describe and discuss the elements of a lesson study group
2. Identify the steps for setting up a lesson study group
3. Establish a lesson study group and identify the goals of the group
4. Develop and participate in a lesson study and demonstrate the following tasks:
 - a. Identify the research theme for the group study
 - b. Demonstrate facilitation skills to ensure input from all team members
 - c. Identify the lesson or unit for study
 - d. Describe the desired learning outcomes for students at the conclusion of the lesson implementation
 - e. Demonstrate effective group interactions in review and design of lesson
 - f. Document student response to lesson implementation
 - g. Describe intended and non-intended outcomes and re-design of lesson as appropriate
 - h. Reteach as appropriate and document student responses
5. Reflect on process and submit report of process and results.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: A1, A3, A5

FPLS: S4

MENTAL HEALTH SERVICES

Component Identifier Number: 5-414-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for providing mental health services to students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A4
FPLS:	S5

MULTICULTURAL SENSITIVITY

Component Identifier Number: 2-412-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Accept and value students from diverse cultures, and treat all students equitably.
2. Create a learning environment in which all students are treated equitably.
3. Utilize the cultural diversity and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet the various students' learning styles.
5. Use appropriate teaching techniques to effectively instruct all students.
6. Use appropriate materials, technology, and resources to assist all students to learn.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Help students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributors that are multicultural.
10. Recognize the importance of family situations to support individual learning.
11. Recognize the importance of family and family structure and use this knowledge to support independent learning.
12. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
13. Provide learning situations that enable the student to practice skills and knowledge of English needed for success in school and as an adult.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S5

MUSIC INSTRUCTION
COMPONENT NUMBER: 2-010-001

Function: 2

Focus Area: 010

Local Sequence Number(s): 001

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Educators will research, examine, and implement research-based instructional strategies in the area of music instruction. They may also review and evaluate music and other instructional materials to improve the instructional process.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ 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:
- ☐ Mastery of a specific leadership practice:
- ☐ 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: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1,3.1.2,3.1.4
Learning	☒ 1.2.2,1.2.3, 1.2.4,1.2.5	☒ 2.2.2,2.2.3, 2.2.4,2.2.5	☒ 3.2.1,3.2.2,3.2.3,3.2.4,3.2.5, 3.2.8
Implementing	☒ 1.3.1,1.3.3	☒ 2.3.1.2.3.3	☒ 3.3.1,3.3.2,3.3.3
Evaluating	☒ 1.4.2, 1.4.3,1.4.4	☒ 2.4.2,2.4.3, 2.4.4,2.4.5	☒ 3.4.1,3.4.2,3.4.3,3.4.4,3.4.5

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will learn key content and strategies from the competencies listed below:

1. Examine Florida's Music content standards, research-evidenced strategies, best practices, resources and materials for use in teaching music.
2. Correlate research-evidenced instructional and performance strategies, resources, materials and best practices to Florida's Music content standards.
3. Identify, collect and use a variety of sources of data to plan, deliver and assess effective music instruction.
4. Identify ways strategies, resources, materials and best practices, aligned to Florida's Music content standards, may be used to meet specific student needs.
5. Incorporate practical applications of the research to promote creative/critical thinking processes of students.
6. Develop instructional activities that integrate selected resources, materials and best practice instructional strategies into Florida's Music content standards-aligned instruction to meet the needs of diverse learners.
7. Develop curriculum resource materials, aligned to Florida's Music content standards, and use them in the classroom to meet the needs of diverse learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, learning community /lesson study group, structured coaching/mentoring, or job embedded.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on Florida's Music content standards, research-evidenced instructional strategies, best practices, technology resources and materials for use in teaching music.
2. Take part in dialogue focused on how research-evidenced instructional strategies, best practices, technology resources and materials may be used to meet the needs of the diverse learners they teach.
3. Implement specific strategies, use selected instructional curriculum, resources and/or assessments, aligned to Florida's Music content standards, with their students.
4. Develop a product related to the professional learning activity such as an action plan, instructional plan, assessment, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection.
5. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, and/or experience coaching or mentoring. Additionally, instruments and related resources, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning
Evaluation Methods for Students Database Codes: B, D**

Determine the degree to which educator's professional learning contributed to student performance gains as measured by teacher-constructed student growth measures and observation of student performance.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases PAEC personnel

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

- Individual teachers will use impact data based on classroom assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering of Florida's Music content standards and review results, with, a mentor, site-based administrator or other designated individual.
- District coordinators, consortium personnel, site-based administrators, instructional staff and consortium personnel will use locally developed progress monitoring and summative assessment impact data to determine progress toward student achievement goals in the area of music.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch PAEC ePDC

NEW TEACHER INDUCTION

Component Identifier Number: 2-404-001

Maximum Inservice Points: 120

General Objective(s):

Participants will be oriented to their school district to foster a successful teaching and learning experience.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the school district, policies and procedures of state law and DOE rules.
2. Understand the role of the Peer/Mentor Teacher, and learn about other requirements of a teacher new to the district.
3. Demonstrate knowledge and skill in registering in and using the electronic Professional Development Connection (ePDC).
4. Participate in the district induction program.
5. Demonstrate effective classroom management strategies.
6. Demonstrate ability to analyze student assessment data to differentiate instruction.
7. Demonstrate effective communication skills with students, peers and parents.
8. Demonstrate knowledge of subject area standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4

NEXT GENERATION SUNSHINE STATE STANDARDS and/or COMMON CORE

Component Identifier Number: 2-007-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the Next Generation Sunshine State Standards and/or Common Core Standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information on strands, standards, and benchmarks contained within one or more of the Next Generation Sunshine State Standards and/or Common Core Standards to their specific teaching situation(s) and assignment(s).
3. Demonstrate ability to plan, coordinate, manage and assess instruction based on the purpose and content of the benchmarks and sample performance indicators identified in the Next Generation Sunshine State Standards and/or Common Core Standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the Next Generation Sunshine State Standards and/or Common Core Standards to interpret student tests and other performance data and reports to accurately assess progress, program effectiveness, student learning and needs and plan/modify instructional planning and delivery to maximize student success in meeting the performance expectations of the Next Generation Sunshine State Standards and/or Common Core Standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3, A4
FPLS:	S3, S4

NON-INSTRUCTION: CUSTODIAN/MAINTENANCE

Component Identifier Number: 8-510-001

Maximum Inservice Points: 120

General Objective(s):

To upgrade and update the quality of custodial/maintenance services provided.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the professional custodian/maintenance qualities, characteristics and their role and importance in a school's plant operations.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of minor and preventive maintenance including climate support and structure and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge of the custodial essentials.
9. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district
10. Demonstrate knowledge and skills related to routine maintenance of district facilities and hardware.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FPLS: S8

NON-INSTRUCTION: EDUCATIONAL PARAPROFESSIONAL/AIDES

Component Identifier Number: 8-506-001

Maximum Inservice Points: 120

General Objective(s):

Participants will develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an educational aids or assistant.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities and legal guidelines and instructional practices relevant to the role of paraprofessionals.
2. Demonstrate skills in utilization of behavior management and instructional techniques.
3. Demonstrate skill in recording student behavior and student progress, marking student papers, and other clerical duties associated with classroom, campus and/or school bus.
4. Demonstrate knowledge of emergency first aid procedures to be followed.
5. Demonstrate knowledge of child/adolescent growth and development.
6. Demonstrate skills in assisting in the planning and delivery of effective lessons and instruction.
7. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FPLS:	S8
FPLS:	S4, S5

NON-INSTRUCTION: FOOD SERVICE TRAINING

Component Identifier Number: 8-505-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform and complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation techniques.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FPLS:	S8

NON-INSTRUCTION: OFFICE/CLERICAL SUPPORT

Component Identifier Number: 8-509-001

Maximum Inservice Points: 120

General Objective(s):

To expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participant's assignment.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the school and district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FPLS: S8

NON-INSTRUCTION: TRANSPORTATION SERVICE TRAINING

Component Identifier Number: 6-515-001

Maximum Inservice Points: 120

General Objective(s):

1. Participants will develop awareness in the requirements of school bus drivers and/or Bus Attendants that are statutorily mandated.
2. Participants will gain insight into new and innovative techniques available to enhance their performance as Bus Drivers and/or Bus Attendants.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate improved knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FPLS:	S8

PHYSICAL AND MENTAL WELLNESS

Component Identifier Number: 6-414-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for recognizing and addressing physical and mental wellness concerns occurring in the education environment.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Know how to identify and help individuals who have a mental or physical wellness issue, such as mental, diabetes, asthma, anxiety, etc.
2. Identify resources within the school and/or community which can be used to provide assistance.
3. Identify signs of stress that may result from factors, such as bullying, trauma, cyber bullying, etc., which may lead to a crisis situation for individuals.
4. Understand the district's protocols for providing assistance with mental and physical wellness of others.
5. Understand best practices used to provide immediate assistance while following the district's protocol.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A4
FPLS:	S5

POLICIES AND PROCEDURES

Component Identifier Number: 8-410-002

Maximum Inservice Points: 120

General Objective(s):

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
 - Programs
 - Policies
 - Procedures
 - Resources
 - Strategies
 - Other appropriate topics
2. Stay abreast of new laws and rules appropriate to the job responsibility.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

PRESCHOOL/CHILD CARE

Component Identifier Number: 2-012-001

Maximum Inservice Points: 120

General Objective(s):

All Child Care center personnel, except those specifically exempted, must complete and approved introductory child care training course. The purpose of this component is to provide the opportunity for those day care workers, who otherwise lack appropriate training and credentials, to obtain training in prescribed areas to meet state and local requirements.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Demonstrate knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Demonstrate knowledge of child growth and development.
4. Use developmentally appropriate early childhood curricula.
5. Avoid income-based, race-based, and gender-based stereotyping.
6. Demonstrate knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Demonstrate knowledge of strategies for interagency coordination.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, A4, B1
FPLS:	S4, S5

PROFESSIONAL LEARNING COMMUNITIES

Component Identifier Number: 2-400-001

Maximum Inservice Points: 120

General Objective(s):

Participants will learn the strategies that can be used to create and work with Professional Learning Communities within the school or district setting and participate in a Professional Learning Community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities, participants:

1. Describe and discuss professional learning community models appropriate to district and/or school-based projects/programs
2. Identify the different ways that a professional learning community can be developed: school-wide, grade-levels or departments, book studies, other
3. Identify the steps for setting up a professional learning community
4. Contribute to development of an action plan for setting up a professional learning community
5. Critique the action plan to ensure necessary characteristics for having an effective Learning Community within the school or district are included
6. Learn to develop and implement the following tasks within a professional learning community:
 - ensure that every staff member contributes and works interdependently to achieve a goal
 - clarify intended outcomes within the teams
 - demonstrate facilitation skills that provide support during team meetings
 - recognize collaborative efforts that result in student gains and accomplishments of school goals
 - acknowledge and examine collective individual goals related to the alignment between school and district goals
 - apply the skill of reflective practice
 - recognize/celebrate the accomplishments of individuals and groups
7. Participate as a member of a professional learning community

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4, S5

READING INSTRUCTION – INTEGRATING A MULTI-SENSORY APPROACH

COMPONENT NUMBER: 2-013-002

Function: 2

Focus Area: 013

Local Sequence Number(s): 002

POINTS TO BE EARNED: 60 Maximum

2. DESCRIPTION:

Educators will learn to identify characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills. Participants will also learn how to use predictive and other data to make instructional decisions, related to reading, to address individual student needs. Additionally, educators will learn strategies for integrating the foundational skills of reading into their daily, systematic, explicit and sequential approach to reading instruction. Skills addressed include: 1) phonemic awareness; 2) phonics, word study, and spelling; 3) reading fluency; 4) vocabulary, including academic vocabulary; and 5) text comprehension. Teachers will also understand why and when multisensory intervention strategies should be used to meet the specific needs of students, as well as determine which strategy/ies is/are appropriate for an identified need and implement the strategy effectively.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ 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:
- ☐ Mastery of a specific leadership practice:
- ☒ 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: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1	☐ 2.1.1	☒ 3.1.3
Learning 3.2.4,3.2.5	☒ 1.2.3,1.2.4, 1.2.5	☒ 2.2.3,2.2.4, 2.2.5	☒ 3.2.3,
Implementing	☒ 1.3.1	☒ 2.3.1	
Evaluating	☒ 1.4.2, 1.4.4	☒ 2.4.4	☒ 3.4.4

5. IMPACT AREA(S):

- ☒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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will:

1. Demonstrate understanding of the critical components and differences among phonemic awareness, phonics, and phonology.
2. Identify characteristics struggling readers may present pertaining to one or more of the foundational reading skills 1) phonemic awareness; 2) phonics, word study, and spelling; 3) reading fluency; 4) vocabulary, including academic vocabulary; and 5) text comprehension.
3. Use assessment data to determine areas of strength and areas of need in the foundational reading skills and to establish individual student learning goals.
4. Identify research-evidenced instructional strategies and techniques that include a multisensory approach to explicitly target student deficits in one or more of the foundational reading skills, as indicated by student data and/or teacher observation.
5. Implement research-evidenced instructional strategies and techniques that include a multisensory approach to explicitly target student deficits in one or more of the foundational reading skills, as indicated by student data and/or teacher observation.
6. Use ongoing formative and summative assessment data to monitor student growth in each of the foundational reading skills and guide instruction and adjust in instruction to address individual student needs.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

Professional learning is job embedded.

WHAT

Participants will learn and become proficient in examining student data to identify students' areas of strength and areas of need in the foundational reading skills, selecting and implementing specific research-evidenced reading instructional strategies and techniques that include a multisensory approach to address individual student needs and using ongoing assessment data to monitor student progress and adjust instruction.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, learning community/lesson study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will develop products related to the learning process that may include instructional plans, written reflections regarding the implementation process and lessons learned, case study findings, anecdotal records, modeling strategies, and samples of student work and assessment data.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The activity will require the participant to describe implementation of the specific skills, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: A

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and Florida Department of Education

Individual teachers will use impact data to gauge the impact of strategy implementation on each students' progress toward proficiency in each of the foundational reading skills and to inform decisions regarding instructional practice.

Florida Department of Education, district coordinators, site-based administrators, instructional coaches and district instructional staff will use progress monitoring and summative assessment impact data to determine how: 1) use of data to identify individual student strengths and needs in each of the foundational reading skills and 2) selection and implementation of research-evidenced strategies and techniques that specifically target each student's needs affects students' progress in each of the foundational reading skills. This information will inform decisions regarding teacher professional learning needs.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, observational data and review results, with the instructional coach, a mentor, site-based administrator or other designated individual.

What other forms of evaluation data will be gathered?

Data may be used by teachers, site-based administrators, school or district instructional support staff such as coaches and mentors, and/or PAEC personnel.

To evaluate the effectiveness of the professional learning design and delivery a PAEC or district-developed evaluation form will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium.

Date approved: April 4, 2019

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch, Kay Brewton

READING INSTRUCTION – INTEGRATING A MULTI-SENSORY APPROACH FOR STUDENTS WITH DISABILITIES OR OTHER DIVERSE LEARNING NEEDS

COMPONENT NUMBER: 2-100-002

Function: 2

Focus Area: 100

Local Sequence Number(s): 002

POINTS TO BE EARNED: 60 Maximum

2. DESCRIPTION:

Participants will learn effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills. Participants will also learn to incorporate instructional techniques and strategies into the general and/or special education setting, which are proven to improve reading performance for all students and to use predictive and other data to make instructional decisions based on individual student needs. Targeted multi-sensory strategies for students with disabilities will be identified. Teachers will learn strategies for integrating the foundational skills of reading into their daily, systematic, explicit and sequential approach to reading instruction. Skills addressed include: 1) phonemic awareness; 2) phonics, word study, and spelling; 3) reading fluency; 4) vocabulary, including academic vocabulary; and 5) text comprehension. Teachers will understand why, when, what and how multisensory intervention strategies should be used to meet the specific needs of students, including those with disabilities or other diverse learning needs.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ 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:
- ☐ Mastery of a specific leadership practice:
- ☒ 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: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1	☐ 2.1.1	☒ 3.1.3
Learning 3.2.4,3.2.5	☒ 1.2.3,1.2.4, 1.2.5	☒ 2.2.3,2.2.4, 2.2.5	☒ 3.2.3,
Implementing	☒ 1.3.1	☒ 2.3.1	
Evaluating	☒ 1.4.2, 1.4.4	☒ 2.4.4	☒ 3.4.4

5. IMPACT AREA(S):

- ☒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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will:

1. Demonstrate understanding of the critical components and differences among phonemic awareness, phonics, and phonology.
2. Identify characteristics struggling readers may present pertaining to one or more of the foundational reading skills 1) phonemic awareness; 2) phonics, word study, and spelling; 3) reading fluency; 4) vocabulary, including academic vocabulary; and 5) text comprehension.
3. Identify other multisensory strategies, based on the assessment data, of students with disabilities or other diverse needs.
4. Use assessment data to determine areas of strength and areas of need in the foundational reading skills and to establish individual student learning goals.
5. Identify research-evidenced instructional strategies and techniques that include a multisensory approach to explicitly target student deficits in one or more of the foundational reading skills, as indicated by student data and/or teacher observation.
6. Implement research-evidenced instructional strategies and techniques that include a multisensory approach to explicitly target student deficits in one or more of the foundational reading skills, as indicated by student data and/or teacher observation.
7. Use ongoing formative and summative assessment data to monitor student growth in each of the foundational reading skills and guide instruction and adjust in instruction to address individual student needs.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

Professional learning is job embedded.

WHAT

Participants will learn and become proficient in examining student data to identify students' areas of strength and areas of need in the foundational reading skills, selecting and implementing specific research-evidenced reading instructional strategies and techniques that include a multisensory approach to address individual student needs and using ongoing assessment data to monitor student progress and adjust instruction, including those with disabilities or other diverse needs.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, learning community/lesson study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will develop products related to the learning process that may include instructional plans, written reflections regarding the implementation process and lessons learned, case study findings, anecdotal records, modeling strategies, and samples of student work and assessment data. For student with disabilities, recommendations and/or suggestions for the IEP in relation to accommodations and/or modifications in the classroom and/or assessment will be discussed.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The activity will require the participant to describe implementation of the specific skills, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: A

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and Florida Department of Education

Individual teachers will use impact data to gauge the impact of strategy implementation on each students' progress toward proficiency in each of the foundational reading skills and to inform decisions regarding instructional practice.

Florida Department of Education, district coordinators, site-based administrators, instructional coaches and district instructional staff will use progress monitoring and summative assessment impact data to determine how: 1) use of data to identify individual student strengths and needs in each of the foundational reading skills and 2) selection and implementation of research-evidenced strategies and techniques that specifically target each student's needs affects students' progress in each of the foundational reading skills. This information will inform decisions regarding teacher professional learning needs.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, observational data and review results, with the instructional coach, a mentor, site-based administrator or other designated individual.

What other forms of evaluation data will be gathered?

Data may be used by teachers, site-based administrators, school or district instructional support staff such as coaches and mentors, and/or PAEC personnel.

To evaluate the effectiveness of the professional learning design and delivery a PAEC or district-developed evaluation form will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium.

Date approved: April 4, 2019

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch, Dr. Jennifer Adams

**SCHOOL HEALTH AND SAFETY
COMPONENT NUMBER: 6-511-002**

Function: 6

Focus Area: 511

Local Sequence Number(s): 002

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Educators will gain knowledge, techniques and skills required to maintain a safe and secure learning environment for all students.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☐ 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:
- ☐ Mastery of a specific leadership practice:
- ☐ 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: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1,3.1.2,3.1.3,3.1.5
Learning	☒ 1.2.1,1.2.3, 1.2.4,1.2.5	☒ 2.2.1,2.2.3,2.2.4,2.2.5	☒ 3.2.1,3.2.3,3.2.4,3.2.5, 3.2.8
Implementing	☒ 1.3.1,1.3.3	☒ 2.3.1,2.3.3	☒ 3.3.1,3.3.3
Evaluating	☒ 1.4.2, 1.4.3,1.4.4	☒ 2.4.2,2.4.3,2.4.4,2.4.5	☒ 3.4.3,3.4.4

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will:

1. Develop an understanding of the rights of individuals, social groups and nations to hold and express differing views and understand the importance of respect for the rights of all persons regardless of their race, religion, gender, age, physical condition or mental state.
2. Identify effective pedagogical strategies that encourage respect for diversity, fairness, equity, and tolerance of differences in classrooms and elsewhere on the school campus.
3. Identify effective strategies for bullying assessment, identification, prevention, response, and intervention on campus.
4. Identify effective strategies for cyberbullying assessment, identification, prevention, response and intervention.
5. Recognize specific factors that put children at risk of being bullied.
6. Demonstrate ability to effectively establish and maintain a safe learning environment across all areas of the school campus.
7. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional and local perspective.
8. Demonstrate awareness of the signs of trouble, abuse and unrest in students and campus protocol for reporting.
9. Identify effective strategies for preventing and responding to student fights.
10. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats or other acts that may pose a threat to the overall safety of school personnel or students.
11. Demonstrate the ability to effectively carry out district-approved responses to all elements of the local crisis and emergency response plan.
12. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the appropriate personnel on campus or agencies within the community.
13. Demonstrate knowledge for carrying out emergency procedures such as CPR, first aid, etc.
14. Demonstrate knowledge of pathogens that may put students and personnel at risk and techniques to mitigate or eliminate the risk.
15. Demonstrate knowledge of the risk of infection from bloodborne pathogens and techniques to prevent exposure.
16. Demonstrate knowledge about the scope of diseases and health concerns associated with tobacco use.
17. Demonstrate knowledge about marketing of tobacco products towards children and strategies that help students make healthy choices.
18. Demonstrate knowledge about health risks related to vaping and strategies that help students make healthy choices.
19. Demonstrate knowledge of district or school board policies regarding sexual health education.
20. Demonstrate knowledge of topics in sexual health education such as STDs, HIV, and teen pregnancy.
21. Demonstrate knowledge of the signs of substance abuse or misuse and procedures for referring students to ensure appropriate help is provided.
22. Demonstrate knowledge of effective prevention programs.
23. Demonstrate knowledge of causes of adolescent suicide, trends in demographics of suicide victims, and risk factors.
24. Demonstrate knowledge of procedures for providing appropriate support and referral of students who threaten suicide.
25. Identify research-evidenced strategies for dealing with suicidal death and the impact on family members, friends, and educators.
26. Demonstrate knowledge and awareness of the signs of child abuse and neglect and the legal requirement to report abuse or suspected abuse to the abuse hotline.

27. Demonstrate understanding of safety and security issues related to all forms of technology and district policies for safe use of technology.
28. Identify warning signs of technology-related abuse or misuse, protective strategies, and appropriate responses in the event of technology-related abuse or misuse.
29. Identify characteristics of all forms of sexual harassment, and know policies for reporting, and strategies for responding to allegations of unwelcomed sexual behavior.
30. Identify potential physical hazards on campus, including chemical hazards, and know campus protocol for reporting them.
31. Demonstrate knowledge of playground safety, how to properly supervise students who are on the playground, and guidelines for responding to playground injuries and emergency situations.
32. Demonstrate knowledge of hazards associated with use of tools and machinery in career technical education classes and strategies for teaching student safety and preventing injury.
33. Demonstrate knowledge of how to prevent injuries due to basic slip, trip and fall exposures and strategies to prevent back injuries.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive and/or job embedded.

WHAT

Educators will learn about elements that impact safety on a school campus and risk factors unique to each element, as well as assessment, intervention and prevention strategies to maintain a safe environment, how to implement protocols to protect students per the district crisis management plan, and appropriate referral and reporting procedures,

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, small group or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to maintain a safe learning environment. They may also develop products related to the learning process that may include computer-based application of learning, action plans, written reflections regarding the implementation process and lessons learned, checklists, anecdotal records, and/or case studies.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The activity will require the participant to describe implementation of the specific skills, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A, D

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress. Other changes in practices supporting effective implementation of job responsibilities.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: A, F

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student achievement.

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some instances Florida Department of Education and/or PAEC personnel

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

- Individual teachers will use impact data based on classroom assessments, products, and standardized exams as appropriate, to gauge each students' progress toward content proficiency as well as measures of progress toward achieving a safe learning environment that may include, but not be limited to, attendance data, guidance referrals, discipline referrals, behavior logs, and SESIR data.
- District coordinators, site-based administrators, district support staff and in some instances FLDOE and/or PAEC personnel will use achievement data, SESIR data, attendance reports, guidance referral statistics, community resource referral data, other behavioral data, and safety data to determine school, educator and student progress toward achievement of content standards, to gauge campus safety and determine progress toward district and school health and safety goals.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch PAEC PDC

SCHOOL IMPROVEMENT

Component Identifier Number: 7-512-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to implement a program of inservice training and professional learning to provide members of the school community with the knowledge and skills necessary to participate in learning and implementation of the participants' school improvement plan.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional learning activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional learning activity is intended to result in changes in teacher/staff behavior and in student performance.*
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.
3. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
5. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrate knowledge and ability to use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.
8. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrate knowledge and ability to use appropriate technology in teaching and learning

processes.

12. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.
13. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

* Objective #1 must be met for each training and/or professional learning activity conducted under this component.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, A4, B1
FPLS:	S1, S2, S3, S6

SCHOOLS OF EXCELLENCE- PROFESSIONAL CERTIFICATE RENEWAL CREDIT
COMPONENT NUMBER: 8-506-003 (2017-18 only)
8-521-001 (2018-19 forward)

Function: 8

Focus Area: 521

Local Sequence Number(s): 001

POINTS TO BE EARNED: 60 Maximum

2. DESCRIPTION:

Section 1003.631, FS requires the State Board of Education to designate a school as a School of Excellence if the school's percentage of possible points earned in its school grade calculation is in the 80th percentile or higher for schools comprised of the same grade groupings (elementary, middle, high and combination) for at least two of the last three school years.

To be eligible, schools must receive a grade of A or B in each of the most recent three school years and rank at the 80th percentile or higher for their school type for at least two of the last three years. Qualifying schools shall retain the designation for up to three years, at which point the designation may be renewed.

A School of Excellence has administrative flexibilities outlined in the law, one of which directly pertains to professional development inservice points. "Instructional personnel may substitute on school year of employment at a School of Excellence for 20 inservice points, up to 60 inservice points total in a five-year cycle, toward the renewal of a professional certificate."

1. The 2017-2018 school year is the earliest that instructional personnel can substitute credit for one year of employment at a designated School of Excellence.
2. Instructional personnel are eligible for the twenty inservice points if they are employed under written contract for the school year during which the school is designated as a School of Excellence. Instructional personnel must work a minimum of ninety-nine days to earn credit for one year of employment.
3. School administrators at designated Schools of Excellence are not eligible for the twenty inservice points renewal credit for the professional certificate. The administrative flexibility for designated Schools of Excellence grants renewal credit to "instructional personnel," a term defined distinctly separate from administrative personnel, educational support employees, or managers as defined in s.1012.01, F.S.
4. The inservice points are not bankable at a School of Excellence. Statutory authority in s.1012.585(3)(d), F.S., only permits "banking" for required training in the teaching of reading, and teaching students of limited English proficiency or students with disabilities.
5. Instructional personnel employed at a School of Excellence under a temporary certificate are not eligible to earn the inservice points for credit to satisfy renewal of their first professional certificate. School of Excellence points may be earned only for the year(s) during which the school receives the designation during the validity

period of the educator's professional certificate, as per Rule 6A-4.0051(3)(a), Florida Administrative Code.

6. Performance evaluation results are not a statutory factor in determining eligibility for this administrative flexibility.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ 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:
- ☐ Mastery of a specific leadership practice:
- ☐ 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: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.3, 3.1.4, 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, 3.2.4,3.2.8
Implementing	☒ 1.3.1		☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.4	☒ 2.4.4	

5. IMPACT AREA(S):

- ☐ 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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

7. Create long-range plans, based on a review of state content standards, data-evidenced student-needs and district/school instructional priorities.

8. Design instruction that demonstrates content knowledge, relationships between important concepts, instructional strategies, appropriate sequencing of activities and use a variety of appropriate traditional and/or digital resources.
9. Revise and/or differentiate instruction based on student needs and student goals.
10. Establish and maintain an effective student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative.
11. Maintain academic focus and instructional momentum by using a variety of techniques.
12. Demonstrate knowledge and understanding of curriculum content.
13. Develop learning goals with expected outcomes accompanied by scales, exemplars or rubrics that describe levels of performance relative to the learning goal and communicate high expectations for learning for all students.
14. Monitor student learning, including use of formative assessment, provide specific academic feedback, and adjust instruction to meet student needs.
15. Use instructional strategies shown to have a positive impact on student learning and provide modifications and or accommodations as required/needed.
16. Use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.
17. Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.
18. Act in a professional manner upholding the principles set forth in the *Principles of Professional Conduct for the Education Profession in Florida*.
19. Communicate effectively with stakeholders.
20. Engage in a cycle of continuous improvement to identify areas for professional growth and leadership.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

Professional learning is job embedded.

WHAT

Participants will learn and become proficient in implementing the research-evidenced practice indicators delineated by the district instructional framework/personnel evaluation.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, learning community/lesson study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: T

Implementation Support:

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.

Monitoring Procedures:

Florida accountability measures, specifically school grade calculations, are used to determine designation as a School of Excellence. School of Excellence designation requires a school to receive a grade of A or B in each of the most recent three school years and rank at the 80th percentile or higher for their school type for at least two of the last three years. Qualifying schools shall retain the

designation for up to three years, at which point the designation may be renewed.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: F

Changes in observed educator proficiency in implementing targeted state standards or initiatives as delineated in the practice portion of the district personnel evaluation process are used to track proficiency of instructional personnel.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: A

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and Florida Department of Education

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted standards and benchmarks and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted standards and benchmarks and to inform decisions regarding teacher professional learning needs.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, observational data and feedback from the practice portion of the district personnel evaluation, and review results, with the site-based administrator or other designated individual.

What other forms of evaluation data will be gathered:

Data may be used by teachers, site-based administrators, school or district instructional support staff such as coaches and mentors, and/or PAEC personnel.

District record keeping data related to development of this component:

Records of professional learning feedback and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium.

Name(s) of Component Author(s): Brenda Crouch

STUDENT SUPPORT SERVICES – ASSESSMENT/STUDENT APPRAISAL

Component Identifier Number: 8-401-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4
FPLS:	S1

STEM INSTRUCTIONAL STRATEGIES

COMPONENT NUMBER: 2-007-002

Function: 2

Focus Area: 007

Local Sequence Number(s): 002

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Educators will learn and apply research-evidenced STEM strategies focused on establishing an environment, suited to STEM practices, where diverse students have opportunities to use STEM content knowledge, synthesize learning across content areas, and apply learning in real world situations. Educators may also learn to select or develop and use high-quality STEM instructional materials, procedures, methodologies, tools, equipment and technologies used in STEM disciplines to improve student outcomes in STEM areas.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ 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: Implementation of research-based strategies to teach writing
- ☐ Mastery of a specific leadership practice:
- ☐ 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: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1,2.1.3	☒ 3.1.1,3.1.2,3.1.3,3.1.4,3.1.5
Learning	☒ 1.2.1,1.2.2,1.2.3, 1.2.4,1.2.5	☒ 2.2.1,2.2.2,2.2.3, 2.2.4,2.2.5	☒ 3.2.1,3.2.2,3.2.3,3.2.4,3.2.5, 3.2.8
Implementing	☒ 1.3.1,1.3.2,1.3.3	☒ 2.3.1,2.3.2,2.3.3	☒ 3.3.1,3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3,1.4.4	☒ 2.4.2,2.4.3, 2.4.4,2.4.5	☒ 3.4.1,3.4.2,3.4.3,3.4.4,3.4.5

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will:

1. Learn, develop and implement strategies to recruit underrepresented students into STEM programs.
2. Examine research-evidenced strategies for establishing a learning environment suited to STEM education that may include, but not be limited to, creating an inclusive classroom, promoting equity, collaborative learning, shifting to student-centered activities, flexibility of the physical environment, resilience when faced with failure, open-ended problem solving, critical thinking skills, and tangible outcomes.
3. Explore a variety of STEM teaching models that may include, but not be limited to, project-based learning, problem-based learning, models and modeling, argument driven inquiry, engineering design thinking, 5-E model, and levels of inquiry ranging from exploration to open-ended.
4. Integrate STEM teaching models into the curriculum.
5. Engage students in analyzing data/results, making sense of results and communicating findings through a variety of formats.
6. Learn evidence-supported strategies to evaluate or assess collaborative STEM tasks.
7. Develop classroom tools to evaluate or assess collaborative STEM tasks.
8. Select and use appropriate STEM tools and equipment, technology, processes, and/or methodologies to support STEM learning.
9. Learn and use appropriate classroom safety procedures appropriate for STEM tools, processes and procedures.
10. Learn how to identify and/or develop STEM problem-solving tasks that are relevant and aligned to Florida content standards.
11. Develop STEM curriculum resource materials, that are relevant and aligned to Florida's content standards, and use them in the classroom to meet the needs of diverse learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, D, G, H, I

Professional learning methods are knowledge acquisition workshop, learning community/lesson study groups, structured coaching mentoring, and job embedded.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on STEM strategies, teaching models, best practices, and methods.
2. Take part in dialogue focused on how STEM strategies, best practices, models, technology resources, tools, equipment and materials may be used to meet the needs of the diverse learners they teach.
3. Implement specific strategies, best practices, models, assessments, and materials with their students.
4. Use STEM tools, equipment, and technology to carry out processes or procedures.
5. Practice appropriate classroom safety.
6. Develop a product related to the professional learning activity such as an instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection.
7. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, and/or experience coaching or mentoring. Additionally, tools, equipment, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum

resource(s), assessment, project, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: B, D, F

Results of school/teacher-constructed student growth measure(s), observation of student performance, and other performance-based assessments will be used to track improvement in student achievement.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some instances Florida Department of Education and/or PAEC personnel

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

- Individual teachers will use impact data based on classroom assessments, products, and other outcomes as appropriate, to gauge each students' progress toward proficiency in achieving mastery of STEM content and processes and review results with a mentor, site-based administrator or other designated individual.
- District coordinators, site-based administrators, instructional coaches, instructional personnel, and in some instances Florida Department of Education and/or consortium personnel will use local and/or state assessment data to determine progress toward student achievement.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch PAEC ePDC

SUBJECT CONTENT: STEM INTEGRATED CONTENT
COMPONENT NUMBER: 1-007-002

Function: 1

Focus Area: 007

Local Sequence Number(s): 002

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Educators will increase their depth of content knowledge across one or more STEM disciplines, understand how student learning develops across the discipline(s), understand how STEM content may be integrated and applied across disciplines, learn the types of misconceptions students may develop, and how to address the misconceptions. Additionally, they may review and learn to use STEM instructional materials and resources to improve student outcomes in STEM areas and appropriate methodologies for assessing STEM content learning.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ 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: Implementation of research-based strategies to teach writing
- ☐ Mastery of a specific leadership practice:
- ☐ 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: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1,3.1.2,3.1.3,3.1.4,3.1.5
Learning	☒ 1.2.1,1.2.2,1.2.3, 1.2.4,1.2.5	☒ 2.2.1,2.2.2,2.2.3, 2.2.4,2.2.5	☒ 3.2.1,3.2.2,3.2.3,3.2.4,3.2.5, 3.2.8
Implementing	☒ 1.3.1,1.3.2,1.3.3	☒ 2.3.1,2.3.2,2.3.3	☒ 3.3.1,3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3,1.4.4	☒ 2.4.2,2.4.3, 2.4.4,2.4.5	☒ 3.4.1,3.4.2,3.4.3,3.4.4,3.4.5

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will:

1. Examine Florida's content standards across one or more STEM discipline(s) and gain an understanding of how STEM learning progresses across discipline(s) and grades.
2. Learn how content may be integrated across two or more STEM disciplines.
3. Enhance content knowledge in a STEM discipline or across multiple STEM disciplines.
4. Understand the role of misconceptions in the learning process and identify common misconceptions in one or more STEM disciplines.
5. Develop strategies to help students confront misconceptions and help them reconstruct knowledge based on current models.
6. Identify, collect and use a variety of sources of data to plan, deliver and assess STEM learning.
7. Identify and use technology resources, STEM tools, processes, procedures, and other learning activities, aligned to Florida's content standards across STEM disciplines, to meet specific student needs.
8. Identify curriculum resource materials, aligned to Florida's content standards across STEM disciplines, and use them in the classroom to meet the needs of diverse learners.
9. Develop and implement activities that integrate technology tools and resources into the STEM curriculum.
10. Develop and implement curriculum resource materials, aligned to Florida's content standards, that integrate STEM content across two or more STEM disciplines, and use them in the classroom to meet the needs of diverse learners.
11. Learn about STEM careers, including how STEM disciplines are applied in the careers, preparatory pathways for the careers, and how to access current information about STEM job outlook.
12. Develop and implement learning activities in which students explore STEM career opportunities.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, D, G, H, I

Professional learning methods are knowledge acquisition workshop, learning community/lesson study groups, structured coaching mentoring, and job embedded.

WHAT

Educators will:

1. Participate in presentations or authentic STEM experiences and engage in discussions and activities centered on Florida's content standards in one or more STEM discipline.
2. Take part in dialogue focused on how research-evidenced content strategies, best practices, technology resources, STEM tools, processes, procedures, and materials may be used to meet the needs of the diverse learners they teach.
3. Practice using STEM tools, processes, procedures and materials in a safe manner.
4. Practice specific content strategies and use selected instructional curriculum, resources and/or assessments, aligned to Florida's STEM content standards.
5. Provide a product related to the professional learning activity such as an action plan, instructional plan, STEM assessment, journal, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection.
6. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, conduct action research, plan collaboratively and/or experience coaching or mentoring. Additionally, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: B, D

Results of national, school/teacher-constructed student performance measures or observation of student performance will be used to track improvement in student achievement.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and Florida Department of Education

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

- Individual teachers will use impact data based on state or national assessment measures, classroom assessments, products, and/or projects as appropriate, to gauge each students' progress toward proficiency in achieving academic growth in STEM and review results with, a mentor, site-based administrator or other designated individual.
- District coordinators, site-based administrators, instructional coaches, instructional personnel, and in some instances, Florida Department of Education and/or PAEC personnel will use results of state or local assessment measures to determine progress toward student achievement goals in STEM.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch PAEC PDC

STUDENT SUPPORT SERVICES – BEHAVIORAL INTERVENTIONS

Component Identifier Number: 8-403-001

Maximum Inservice Points: 120

General Objective:

To enable instructional personnel to develop, increase and demonstrate knowledge and skills in assessing and designing behavioral supports; identifying the legal and ethical issues pertaining to behavioral strategies; identifying data collection strategies; identifying and interpreting elements of a functional behavior assessment and functional behavioral plan; and to recognize and use various concepts and models of positive behavior management.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. Describe the legal responsibilities one must address when developing and implementing behavioral programs in Florida.
2. Identify the essential ethical principles to be followed in establishing positive behavior supports and specific laws pertaining to conducting functional assessments.
3. Identify the critical themes of Positive Behavior Support.
4. Identify and describe the components of the Positive Behavior Support System.
5. Describe the historical perspectives of the field of applied behavior analysis.
6. Analyze the basic principles of behavior and discuss the importance of appropriate reinforcements and consequences.
7. Identify the concept of the “function of behavior” and apply this concept to behaviors observed in classroom settings.
8. Identify the five-step process for providing positive behavior supports.
9. Identify and define target/problem behaviors.
10. Determine appropriate goals of intervention, strengths and needs, and specific settings for intervention.
11. Identify the essential team members for creating effective plans.
12. Describe the essential components for effective collaboration between families and schools.
13. Demonstrate how to use the person-centered planning process to identify meaningful goals.
14. To examine, utilize and interpret data collection methods for information gathering from both home and school.
15. Demonstrate the five functional assessment methods in the functional behavioral assessment process.
16. Describe the important role of the family in the development of an effective positive behavior support plan.
17. Using observational and interview data, identify patterns or trends surrounding a targeted behavior.
18. Using observational and interview data, describe the relationship between antecedents, behaviors and consequences.
19. Develop a hypothesis based on data collection.
20. Using observational and interview data, identify correlations between curriculum and behavior.

21. Identify guidelines for selecting appropriate for curriculum models for an individual student.
22. Use an instructional checklist to determine the appropriateness of instructional strategies.
23. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.
24. Identify lifestyle issues that impact target/problem behaviors.
25. Identify the need for and develop a crisis plan.
26. Identify objective measures for documenting progress.
27. Identify changes in target behaviors and determine appropriate interventions.
28. Utilize a self-check process to determine thoroughness of plans.
29. Identify types of evaluation approaches most appropriate for individual case studies.
30. Identify scientifically based effective classroom management strategies.
31. Select effective instructional techniques that support successful classroom management programs.
32. Establish reward system guidelines and plans for implementing a classroom-wide system.

Professional Development Delivery, Follow-up and Evaluation:

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 80% of the objectives, by the module facilitator.

A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Participants will demonstrate implementation of knowledge learned from this module via e-mail with facilitator on a periodic basis. E-mails will be designed to gather data regarding the level of knowledge acquired and the skills gained, as well as the application of relevant content by the participant in his or her work setting and the effect on job performance.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4
FPLS:	S5

STUDENT SUPPORT SERVICES – HUMAN RELATIONS/COMMUNICATION SKILLS

Component Identifier Number: 8-406-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S9

STUDENT SUPPORT SERVICES – LAWS, RULES, POLICIES, PROCEDURES

Component Identifier Number: 8-410-001 or 8-103-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

3. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
 - Programs
 - Policies
 - Procedures
 - Resources
 - Strategies
 - Other appropriate topics
4. Stay abreast of new laws and rules appropriate to the job responsibility.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S8

STUDENT SUPPORT SERVICES: PARENT INVOLVEMENT & COMMUNICATION

Component Identifier Number: 8-413-002 or 8-104-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively involve parents as active partners in school improvement and student achievement.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Utilize effective methods when communicating with parents verbally and in written form.
2. Demonstrate awareness of school and district policies and plans regarding parent involvement.
3. Demonstrate strategies that engage parents in their child's education.
4. Demonstrate awareness of research-based programs and services to assist families in becoming more involved in their child's education.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS:

S9

STUDENT SUPPORT SERVICES: PROBLEM SOLVING TEAMS

Component Identifier Number: 8-415-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of problem solving teams; leading and developing problem solving teams; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of step by step problem solving processes.

Specific Objectives:

Upon completion of this component, participants:

1. Describe research based solving process and strategies.
2. Identify situations where the application of a problem solving process would be appropriate.
3. Identify the essential members of a problem solving team.
4. Identify targeted behaviors/targeted needs.
5. Describe academic and behavioral interventions that can be used as part of problem solving process.
6. Identify the skills needed by each team member.
7. Describe the leadership skills needed to lead a problem solving team.
8. Identify data gathering tools needed to carry out the problem solving process.
9. Analyze examples of student data and match possible interventions to the situation.
10. Describe the essential components for effective collaboration between families and schools.
11. Demonstrate how to use the person-centered planning process to identify meaningful goals.
12. Identify guidelines for selecting appropriate curriculum models for an individual student.
13. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT SUPPORT SERVICES: PROGRAM ADMINISTRATION, EVALUATION, AND ACCOUNTABILITY

Component Identifier Number: 8-417-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in program administration, evaluation, and accountability; the use and interpretation of student and program data to determine effectiveness; identification of and use of appropriate organizational methods; and the problem solving processes.

Specific Objectives:

Upon completion of this component, participants:

1. Demonstrate understanding of legal and ethical standards
2. Identify and use appropriate organizational techniques
3. Identify and demonstrate appropriate collaboration skills
4. Demonstration of the use of the problem solving process
5. Identify the responsibilities of program oversight
6. Identify the procedures involved in program administration and evaluation

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: SCHOLARSHIPS, FINANCIAL AID, AND EDUCATIONAL TRANSITIONS

Component Identifier Number: 8-418-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components in Educational Planning and Post-Secondary Transition; identifying the developmental stages of career and post-secondary educational planning; identifying useful tools and strategies to aid in post-secondary planning; the use and interpretation of student records and data; educational transitional issues and requirements for students with disabilities; identification of scholarship and financial aid opportunities; navigation of post-secondary admissions; identification of important family issues during educational transitions and the identification of effective strategies to improve student post-secondary outcomes.

Specific Objectives:

Upon completion of this component, participants:

1. Identify the components involved with Educational Planning and Post-Secondary Transition
2. Identify the appropriate strategies for the different stages of Post-Secondary planning
3. Identify the appropriate legal issues that are involved in seeking admission into Post-Secondary educational institutions
4. Demonstrate knowledge of the scholarship and financial aid processes
5. Identify appropriate skills needed to navigate the post-secondary admissions process
6. Demonstrate knowledge of the role and rights of student's families in the post-secondary educational system
7. Identify self-determination skills that help students become successful post-secondary students.
8. Identify post-secondary options for students wishing to move directly into the workforce

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT SUPPORT SERVICES: SECTION 504/AMERICANS with DISABILITIES ACT

Component Identifier Number: 8-419-101

Maximum Inservice Points: 120

General Objective(s):

To provide educators and staff with opportunities to develop and/or update knowledge necessary to maximize the equity of educational services to students with disabilities

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with this component, participants:

1. Demonstrate knowledge of requirements of Section 504 of the Rehabilitation Act as amended.
2. Identify the student characteristics and criteria for review in regards to implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of legal obligations of the school and district as defined in section 504.
4. Understand how to make a determination as to whether a 504 Plan should be developed for students and the protections afforded to 504 students.
5. Communicate effectively to parents and the school community the determination and compliance with section 504.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: A1, A3

FPLS: S6, S8

**STUDENT SUPPORT SERVICES:
SERVICE COORDINATION, COLLABORATION, INTEGRATION**

Component Identifier Number: 8-420-001

Maximum Inservice Points: 120

General Objective(s):

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of Service Coordination, Collaboration, Integration; leading and developing collaborative teams; identifying agencies and professional services required to insure student integration; identifying methods of student and instructional integration into the educational environment; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of coordinated intervention processes.

Specific Objectives:

Upon completion of this component, participants:

1. Identify situations requiring collaboration and coordination
2. Identify required members of collaborative teams
3. Develop effective collaborative teams of professionals
4. Use the collaborative process to design effective student service plans
5. Interpretation and use of relevant student data
6. Make instructional and program adjustments as a result of student data results
7. Identify the skills required to lead effective collaborative teams.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT MOTIVATION

Component Identifier Number: 8-421-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of student motivation and student involvement; identifying the legal and ethical issues pertaining to student motivation; research based school wide and classroom structures and strategies; identifying data collection strategies and how design group and individualized motivational process.

Specific Objectives:

Upon completion of this component, participants:

1. Identify appropriate motivational techniques
2. Identify legal and ethical issues that pertain to student motivation
3. Identify essential components of effective student motivational techniques
4. Describe the elements of effective student engagement
5. Identify data collection strategies
6. Describe the process of designing group and individualized motivation
7. Describe the data based decision based instructional as it applies to student motivation

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT RECORDS

Component Identifier Number: 8-422-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of effective student and school record development and maintenance; identifying data collection methods; confidentiality issues involved with record keeping and sharing; state and federal regulations that must be followed; and the use and interpretation of student data contained in student records.

Specific Objectives:

Upon completion of this component, participants:

1. Demonstrate knowledge of the state and federal rules involved in the process of building and maintaining student records.
2. Identify data that should be part of a student record and the proper procedures for gathering that data
3. Demonstrate knowledge of legal issues in the proper use of student record information.
4. Identify sources of information collected in student records.
5. Identify the proper process for storage of student records.
6. Identify how the data collected in student records could be used to aid in the educational process.
7. Demonstrate knowledge of proper methods of record transfer and sharing.
8. Identify the different types of student information included in student records.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

SUBJECT CONTENT: ADULT EDUCATION

Component Identifier Number: 1-301-001

Maximum Inservice Points: 120

General Objective(s):

To provide participants with opportunities to obtain or advance knowledge, and competencies to enhance the quality of adult education and adult preparatory programs in Florida by enabling persons to earn a high school diploma and/or improve basic academic skills.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the characteristics of an adult learner.
2. Recognize the teaching and learning styles that are effective with adult learners.
3. Develop lesson plans that incorporate higher-order thinking and problem-solving skills appropriate to adult learners.
4. Practice using real-life materials and creative simulations to make the learning relevant to participants' prior experiences and background knowledge.
5. Integrate technology into the classroom.
6. Increase content and context knowledge in selected areas in order to create a curriculum that meets the specific needs of each adult learner enrolled in one or more of the following programs:
 - Adult Basic Education (ABE)
 - Adult ESOL or Adult ESL
 - Adult general education
 - Adult high school credit program
 - Basic literacy; beginning literacy
 - Family literacy; functional literacy
 - Continuing workforce education
 - GED preparation
 - Non-credit/lifelong learning courses of an educational nature

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, B1
FPLS:	S3

TITLE: Subject: English/Language Arts

COMPONENT NUMBER: 1-008-001/1-105-006(ESE)

Function: 1

Focus Area: 008 or 105

Local Sequence Number(s): 001 / 006 (ESE)

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION: This component will provide teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to deepen teachers' subject content knowledge of Florida's *B.E.S.T. Standards in English Language Arts* and pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students, based on Florida's state-adopted academic standards for the course(s) taught.

3. 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
- ☐ Mastery of a specific leadership practice
- ☒ 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: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☐	☒ 2.1.1, 2.2.1	
Learning	☒ 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5	☒ 2.2.2, 2.2.3, 2.2.4	
Implementing	☒ 1.3.1,1.3.2,1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.2.2
Evaluating	☒ 1.4.2,1.4.3,1.4.5		

☐: Check here if not significantly related to any Protocol Standard

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select grade level-specific *Florida's B.E.S.T. Standards in English Language Arts* from Florida's course description of the course or courses being taught, as the target of professional study and complete these activities:
 - a. Based on reviews of available student assessment data and discussions with teachers in grades below and above, identify the *standards* that are most challenging to students.
 - b. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.
 - c. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education's Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
 - d. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.
3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:

- a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
- b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
- c. Develop lesson plan(s), with clearly stated learning goals, based on the selected *LAFS*. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
- d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

Participants will be engaged in one or more of the following types of professional learning activities:

WHAT

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, *LAFS*; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s) and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students. Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

KEY ISSUES to be Included in Participant Implementation Agreements

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
 - a. Complete required professional learning design survey.
 - b. Plan and/or discuss implementation with support colleagues.
 - c. Complete appropriate assignments, such as lesson plans.

- d. Collect and analyze student impact data.
- e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
- f. Reflect on results and use results to inform decisions about instructional practices.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.

Evaluation Methods for Staff Database Code: A

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, peer or mentor educator communication, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

Impact Area: Tracking improvements in student learning growth supported by the professional learning.

Evaluation Methods for Students Database Code B:

Results of school/teacher-constructed student growth measure(s) that track student progress.

Who will use the evaluation impact data gathered?

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted *LAFS* and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted *LAFS* and to inform decisions regarding teacher professional learning needs.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with support colleagues, instructional coach, and/or site-based administrator or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the *LAFS* for the course(s) taught.

What other forms of evaluation data will be gathered?

- a. Online "Professional Learning Design" Survey
- b. Results of state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council

SUBJECT CONTENT: FINE ARTS

Component Identifier Number: 1-000-001 or 1-105-008 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively teach the appropriate fine arts content standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

SUBJECT CONTENT: HEALTH AND SAFETY

Component Identifier Number: 1-005-001 or 1-105-003 (ESE)

Maximum Inservice Points: 120

General Objective(s):

To provide teachers and staff with the content knowledge necessary to effectively teach health education content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5, S8

SUBJECT CONTENT: MATHEMATICS

Component Identifier Number: 1-009-001 or 1-105-002 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement Florida's *B.E.S.T. Standards in Mathematics* into mathematics content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students' to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S3, S4

SUBJECT CONTENT: MEDIA CONTENT

Component Identifier Number: 1-407-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively access rich media materials in a variety of formats.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate assistance to students in developing habits of independent reference work and accessing references through technology.
2. Demonstrate ability to organize library material, equipment and facilities.
3. Maintain a process for sorting, weeding and purchasing up to date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4, S5

SUBJECT CONTENT: OTHER CONTENT AREAS

Component Identifier Number: 1-007-001 or 1-105-009 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively integrate curriculum into the Next Generation Sunshine State Standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. Each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4

SUBJECT CONTENT: PHYSICAL EDUCATION

Component Identifier Number: 1-011-001 or 1-105-010 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into physical education content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Understand and communicate the knowledge that physical activity promotes health and that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.
4. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: A1, A3

FPLS: S4, S5

SUBJECT CONTENT: READING

Component Identifier Number: 1-013-001 or 1-105-011 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement *Florida's B.E.S.T. Standards in English Language Arts* into reading content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field to a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida's *B.E.S.T. Standards in English Language Arts*, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBJECT CONTENT: SCIENCE

Component Identifier Number: 1-015-001 or 1-105-004 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Science Content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida's Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBJECT CONTENT: SOCIAL STUDIES

Component Identifier Number: 1-016-001 or 1-105-013 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Social Studies content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: A1, A3

FPLS: S4, S5

SUBJECT CONTENT: FOREIGN (WORLD) LANGUAGE

Component Identifier Number: 1-004-001

Maximum Inservice Points: 120

General Objective(s):

To provide Foreign Language teachers with the content knowledge necessary to effectively teach foreign language content

Specific Objective(s):

Upon completion of one or more professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBSTANCE ABUSE PREVENTION

Component Identifier Number: 6-403-001

Maximum Inservice Points: 120

General Objective(s):

Participants will become familiar with signs and symptoms of substance abuse and the strategies and approach that can be used for prevention.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected substance abuse in school age children.
2. Acquire knowledge of the skills and strategies for educating students about the dangers of substance abuse.
3. Demonstrate skills and strategies for educating students about the dangers of substance abuse in school age children.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: A1

FPLS: S8

SUBSTITUTE TEACHER

Component Identifier Number: 8-506-002

Maximum Inservice Points: 120

General Objective(s):

Substitute teachers will acquire the knowledge, skills, and attitudes necessary for effectively carrying out their job responsibilities.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of school system's philosophy and goals, and the regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools and district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAPS:	B1
FPLS:	S8

TEACHER EVALUATION TRAINING

Component Identifier Number: 7-507-003

Maximum Inservice Points: 60

General Objective(s):

The purpose of this component is to provide teachers an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, participants will be able to describe all components of the LEA's evaluation model and how the system and procedures will impact teacher evaluation.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, I

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S4, S7

TECHNOLOGY APPLICATIONS STRATEGIES

Component Identifier Number: 3-003-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge and skills needed to increase productivity, maintain appropriate records and stay abreast of emerging technologies.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional learning and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses work processing, produces graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3, B1
FPLS:	S8

1. IDENTIFICATION:

TITLE: Technology for Educational Leaders

COMPONENT NUMBER: 7-507-005 –005

Function: 7

Focus Area: 507

Local Sequence Number(s): 001 or 002, respectively

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION: Educational leaders will gain skills required to model and implement *International Society for Technology in Education Standards- Administrators* as they enrich their professional practice, lead the vision for technology integration throughout the school or district, identify quality digital learning processes in classrooms, use technology to access and analyze student and faculty data for the purpose of instructional planning and improvement at the school or district level, and serve as positive models for students, colleagues, and the community.

3. 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:
- ☒ Mastery of a specific leadership practice: Engages in data analysis for instructional planning and improvement.
- ☒ 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: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

	<u>Educator</u>	<u>School</u>	<u>District</u>
Planning	☒ 1.1.3	☒ 2.1.1	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.1, 3.2.4, 3.2.5 —
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1	☒ 2.3.3, 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.4, 2.4.5	☒ 3.4.3, 3.4.4, 3.4.5

5. IMPACT AREA(S):

☒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

6. SPECIFIC LEARNER OUTCOMES: Educational leaders will:

1. Use appropriate survey(s) or other tools, such as those in the TIM system (TIM, TUPS, TIM-O, ARTI, TIM Administrative Center) to determine the level of technology use in teaching and/or among leaders, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators and or leaders, regarding use of technology.
2. Learn to recognize quality digital learning processes in classrooms that support research-evidenced high impact strategies, are based on Florida's content and technology standards and provide learning experiences that meet the needs of all students.
3. Learn how digital tools may be used to implement the principles of Universal Design for Learning (UDL) throughout the design of MTSS, so that all students may have equal opportunities to learn, and to identify quality implementation of these principles in classrooms.
 - a. Learn to use digital tools and resources for curriculum planning: to access information about course benchmarks; create instructional materials; provide individualized instruction; support the assessment cycle; and/or map curricula by grade level and content.

4. Become familiar with state guidelines as they apply to technology integration at the school and/or district level and learn how to access the most current information.
5. Learn and practice using digital tools and resources for individual or collaborative professional learning.
6. Use digital tools and resources to gather feedback and/or access and analyze student and educator data for the purpose of instructional planning and planning for improvement/growth at all levels (SIP, IPDP, and DP).
7. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with other leaders, faculty and staff, parents, students, community partners and other stakeholders to enhance involvement and support educator and student success.
8. Learn, practice, demonstrate and promote exemplary digital citizenship and responsibility.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

Participants will be engaged in one or more of the following types of professional learning activities:

WHAT

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to: a) support leadership functions; b) for instruction, assessment, and communication; c) and to recognize high-quality digital integration into instruction. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW:

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community, or individually.

KEY ISSUES to be included in Participant Implementation Agreements

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require leaders to:
 - a. Complete appropriate assignments that may include surveys and/or plans.
 - b. Complete required professional learning design survey.
 - c. Collect and analyze impact data.
 - d. Report and discuss results of impact data with appropriate individuals.
 - e. Reflect on results and use results to inform decisions about professional leadership practices and to guide development of plans for educator, student, school, or district-level progress.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support will be provided through mentoring that may include school or district technology support personnel, knowledgeable peers, or via collegial learning structure, such as professional learning community. This process will be contingent on the needs of the participant and may include modeling, practicing, observing skill demonstration, conferencing, reflecting orally, reviewing and revising, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

Monitoring Procedures:

Leaders will be required to development and submit a product such as a school or district level action/technology plan, video exemplar, examples of digital-based communication, report, data summary, case study, classroom walkthrough data and/or feedback, or written reflections on the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students).

Evaluation Methods for Staff Database Code: B

Changes in the leader's practices will be observed through the district's evaluation system indicators and/or domains and/or deliberate practice of learning plan growth targets. Faculty and student measures may also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the school or district leader evaluation system, anecdotal records, self-reflection, professional learning community documentation, artifacts, reports, planning documents, communication records, and/or climate surveys. Each will be used, as appropriate, to evaluate changes in proficiency of the leader.

Impact Area: Tracking improvements in student learning growth supported by the professional learning.

Evaluation Methods for Students Database Code: F

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

Who will use the evaluation impact data gathered?

Site-Based Administrators, District Technology Coordinators, School Improvement Teams, and District Leadership Development Director

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Leaders will analyze faculty, staff, and/or impact data, document results, and review results, with the

appropriate individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted faculty development, teacher instructional practices, student learning, engagement, and school and/or classroom environment.
2. The leader's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional mentoring, or other forms of support may be needed.

What other forms of evaluation data will be gathered?

- a. Online "Professional Learning Design" Survey
- b. Data demonstrating improved/increased communication among leaders, school faculty and staff, district leaders. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data demonstrating effective planning and/or use of digital tools and/or resources.
- d. Data may be used by site-based administrators, district technology coordinators, other district leaders and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Panhandle Area Educational Consortium Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Center

1. IDENTIFICATION:

TITLE: Technology in the Classroom/Digital Curriculum

COMPONENT NUMBER: 3-408-001 or 3-100-002 (ESE)

Function: 3

Focus Area: 408 or 100

Local Sequence Number(s): 001 or 002, respectively

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION: Participants will gain skills required to model and implement *International Society for Technology in Education Standards- Students* as they design, implement, and assess learning experiences which will engage students, support Florida Standards-based instruction, and improve students' learning outcomes. Participants will also refer to and apply *International Society for Technology in Education Standards - Educators* as they enrich their professional practice and serve as positive models for students, colleagues, and the community.

3. 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: Use digital tools to provide students' opportunities to synthesize, analyze, and summarize information.
- ☐ Mastery of a specific leadership practice:
- ☒ 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: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1	
Learning	☒ 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5,1.2.6		
Implementing	☒ 1.3.1, 1.3.2, 1.3.3		
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4,		

5. IMPACT AREA(S):

- ☒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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Use an appropriate survey(s), to determine how technology is used in teaching, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators, regarding use of technology.
2. Integrate academic and pedagogical content knowledge with use of technology to provide learning experiences based on Florida's content and technology standards.
3. Learn about and practice using a wide variety of digital tools and resources and from them, select the most appropriate resources to enhance specific, Florida Standards-based lessons and to provide customized, individualized learning experiences based on students' interests and/or learning needs.
4. Use digital tools and resources to engage students in real-world learning experiences associated with specific subject matter/content standards.
5. Create opportunities for students to use digital tools to access, analyze, synthesize, and summarize information aligned to subject content standards.
6. Use technology to develop and deliver Florida Standards-aligned formative and summative assessments and use results to inform teaching and learning.
7. Learn about and use digital tools to implement the principles of Universal Design for Learning (UDL) in order to remove barriers so that all students may have equal opportunities to learn.
8. Use digital resources to produce products to demonstrate Florida Standards-aligned content learning in multiple fashions.

9. Learn and practice using digital tools and resources for individual or collaborative professional learning.
10. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with school leaders, peers, parents, students and other stakeholders to enhance involvement and support student success.
11. Learn, practice and promote exemplary digital citizenship and responsibility.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

Participants will be engaged in one or more of the following types of professional learning activities:

WHAT

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to support classroom instruction, assessment, and communication. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

KEY ISSUES to be included in Participant Implementation Agreements

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
 - a. Complete appropriate assignments.
 - b. Complete required professional learning design survey.
 - c. Collect and analyze impact data (teacher and/or student).
 - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
 - e. Reflect on results and use results to inform decisions about professional practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school or district technology support personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based

resources that provide exemplars will be available for use.

Monitoring Procedures:

Educators will be required to development and submit a product such as a lesson plan, student assessment, rubric, video exemplar, case study, or written reflections on lessons learned. Educators may also be observed demonstrating classroom implementation of the product and supporting materials, such as student artifacts, may be requested.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.

Evaluation Methods for Staff Database Code: A

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice of professional learning plan growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, professional learning community documentation, teacher-produced artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the educator.

Impact Area: Tracking improvements in student learning growth supported by the professional learning.

Evaluation Methods for Students Database Code: F

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Technology Coordinators, School Improvement Teams, and District Instructional Staff

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results, with the site-based administrator or other designated individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted student learning, engagement, and/or classroom environment.
2. The educator's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data will be gathered?

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data may be used by teachers, site-based administrators, school and district technology coordinators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

VISUALLY IMPAIRED

Component Identifier Number: 1-105-012 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct blind/low vision students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with visual impairments.
2. Demonstrate increased knowledge of Braille contractions, rules, formats, and tactile graphics in reading and writing Braille.
3. Interpret the results of a functional vision evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of low vision aids and equipment.
5. Demonstrate skills in the appropriate use of assistive and adaptive technology for impaired students.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-based techniques/strategies for teaching visually impaired students.
8. Identify and demonstrate research-based materials/programs for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADC), and Section 504 as they relate to visually impaired students.
10. Describe aspects of blind culture and etiquette to utilize when working or socializing with the visually impaired.
11. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S5

Writing Instruction
COMPONENT NUMBER: 2-017-001

Function: 2

Focus Area: 017

Local Sequence Number(s): 001

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Educators will research, examine, and implement research-based instructional strategies in the area of writing instruction that is aligned Florida's content standards in Language Arts. They may also review and learn to use new instructional materials to improve the instructional process.

3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ 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: Implementation of research-based strategies to teach writing
- ☐ Mastery of a specific leadership practice:
- ☐ 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: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.3	☒ 3.1.1,3.1.2,3.1.3,3.1.4, 3.1.5
Learning	☒ 1.2.1,1.2.2,1.2.3, 1.2.4,1.2.5	☒ 2.2.1,2.2.2,2.2.3, 2.2.4,2.2.5	☒ 3.2.1,3.2.2,3.2.3,3.2.4,3.2.5, 3.2.8
Implementing	☒ 1.3.1,1.3.3	☒ 2.3.1,2.3.3	☒ 3.3.1, 3.3.2,3.3.3
Evaluating	☒ 1.4.2, 1.4.3,1.4.4	☒ 2.4.2,2.4.3, 2.4.4, 2.4.5	☒ 3.4.1,3.4.2,3.4.3,3.4.4,3.4.5

5. IMPACT AREA(S):

- ☒ 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

6. SPECIFIC LEARNER OUTCOMES:

Professional educators will learn key content and strategies from the competencies listed below:

1. Examine Florida's Language Arts content standards, research-evidenced writing strategies, best practices, technology resources and materials for use in teaching writing.
2. Correlate research-evidenced writing strategies, technology resources, materials and best practices to Florida's Language Arts content standards.
3. Identify, collect and use a variety of sources of data to plan, deliver and assess effective writing instruction.
4. Identify ways strategies, technology resources, materials and best practices, aligned to Florida's Language Arts content standards, may be used to meet specific student needs.
5. Incorporate practical applications of research-evidenced writing strategies, best practices, technology resources, and materials into explicit instruction of Florida's Language Arts content standards.
6. Develop activities that integrate writing into curriculum content areas.
7. Develop activities that integrate technology tools and resources into the writing curriculum.
8. Identify curriculum resource materials, aligned to Florida's Language Arts content standards, and use them in the classroom to meet the needs of diverse learners.
9. Develop curriculum resource materials, aligned to Florida's Language Arts content standards, and use them in the classroom to meet the needs of diverse learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, D, G, H, I

Professional learning methods are knowledge acquisition workshop, learning community/lesson study groups, structured coaching mentoring, and job embedded.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on Florida's Language Arts content standards, research-evidenced writing strategies, best practices, technology resources and materials for use in teaching writing.
2. Take part in dialogue focused on how research-evidenced writing strategies, best practices, technology resources assessments, and materials may be used to meet the needs of the diverse learners they teach.
3. Practice using specific research-evidenced writing strategies best practices, technology resources, assessments and materials to meet the needs of the diverse learners they teach.
4. Examine and use selected instructional curriculum, resources and/or assessments, aligned to Florida's Language Arts content standards.
5. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, analysis of assessment data, or written reflection.
6. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, and/or experience coaching or mentoring. Additionally, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Impact Area: Tracking improvements in student learning growth supported by the professional learning**Evaluation Methods for Students Database Codes: A**

Results of national, state or district-developed/standardized student performance measures will be used to track improvement in student achievement.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some instances Florida Department of Education and/or PAEC personnel

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**Describe what will be done with the data obtained through the evaluation processes.**

- Individual teachers will use impact data based on classroom assessments, products, and standardized exams as appropriate, to gauge each students' progress toward proficiency in achieving mastery of Florida's Language Arts content standards related to writing and review results with a mentor, site-based administrator or other designated individual.
- District coordinators, site-based administrators, instructional coaches, instructional personnel, and in some instances, Florida Department of Education and/or PAEC personnel will use results of state or local assessment measures to determine progress toward student achievement goals in the area of writing.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium.

Date approved: August 2020

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch PAEC PDC



Add-On Endorsement Plans

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
ATHLETIC COACHING/SPORTS MEDICINE
TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared By The
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Revised November 2017



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I. **Program Title**

Athletic Coaching/Sports Medicine Add-on Endorsement

II. **Program Rationale and Purpose**

PAEC districts are experiencing a growth in the need for teachers who are certified in Athletic Coaching/Sports Medicine as there exists a shortage of teachers with the Athletic Coaching/ Sports Medicine endorsement. Due to the availability of coursework from the university system and the travel time required, a program is needed to assist teachers in obtaining the endorsement. The Panhandle Area Educational Consortium (PAEC) will coordinate multi district training programs to more effectively meet the needs of the district and participants. The program will provide teachers holding valid teaching certificates the opportunity to obtain the Athletic Coaching endorsement.

III. **Program Content/Curriculum**

The Competencies to be mastered by participants in this program are those recommended by the Florida Department of Education and correlate with current trends and research in Athletic Coaching. The competencies are identified in Appendix A.

IV. **Instructional Design and Delivery**

A. Instructional strands:

1. Knowledge of human growth and development
2. Knowledge of instruction as it relates to athletic coaching
3. Knowledge of biomechanical foundations
4. Knowledge of sports injuries
5. Knowledge of human psychology
6. Knowledge of physiological principles
7. Knowledge of substance use and abuse
8. Knowledge of nutrition principles
9. Knowledge of legal aspects related to athletic coaching
10. Knowledge of public relations principles
11. Knowledge of sports management

B. Training Components

The Master Inservice Plan components that have been developed for use in this endorsement program are designed to include:

1. Specific objectives related to the competencies to be attained by each participant.
2. The assessment procedure to be followed in the attainment of competencies and the associated criteria for successful component completion.
3. Also included are the Target Group, Brief Description, General Objectives, and Description of Activities.
4. The required component titles are:
 - i. Care and Prevention of Athletic Injuries (Sport Medicine) - 60 points
 - ii. Coaching Theory - 60 points
 - iii. Theory and Practice of a Specific Sport - 60 points

Included in Appendix B of this document is a set of the components that will be offered to meet the requirements established for the program.

Specialization requirements for the Athletic Coaching/Sports Medicine Endorsement, as specified in Florida State Board of Education Rule 6A4.0282, are:

1. Certification in another subject, and
2. Nine (9) semester hours in athletic coaching to include the areas specified below:
 - o (a) Three (3) semester hours in care and prevention of athletic injuries and the effects and dangers of drug use including performance enhancing drugs,
 - o (b) Three (3) semester hours in coaching theory,
 - o (c) A course in theory and practice of coaching a specific sport, and
3. A valid cardiopulmonary resuscitation course completion card or certificate issued by the American Heart Association or the American Red Cross or an equivalent cardiopulmonary resuscitation course completion card or certificate issued by an entity approved by the Florida Department of Health pursuant to Rule 64J-1.022, F.A.C.

C. Matrix

Included in Appendix C is a visual presentation of the components, in terms of how the competencies are addressed and what methods are used to demonstrate the competencies.

D. Instructor Qualifications

Instructors used in the training of certified educators in the Athletic Coach/Sports Medicine Endorsement are as follows:

1. Educators holding certification in the field or endorsement in Athletic Coaching/Sports Medicine and experienced teachers in this field
2. College professors
3. Licensed personnel in the medical field and Sports Medicine
4. Certified or licensed personnel in the area of delivery

V. Completion Requirements

Successful completion of 180 inservice points/hours consistent with the program requirements (successful demonstration of all program competencies) as indicated by district inservice records shall constitute program completion. The district's Professional Development director will submit documentation to the district's Office of Certification verification of the participant's completion of the requirements necessary to add the Athletic Coaching/Sports Medicine Endorsement to his/her certificate.

VI. Program Evaluation

The overall effectiveness of the PAEC Add-On program for the Athletic Coaching/Sports Medicine Endorsement will be determined by evaluating the program, the courses, and the participants by:

- A. Administering, to each participant, pre and post-assessments designed by the instructors to evaluate attainment of specific objectives. Other validated

assessment strategies may also be used to determine successful attainment of the component's specific objectives. Examples of these strategies include written tests, classwork, homework, observations, written/oral reports, quizzes, and demonstrations. Each participant must obtain a minimum 80% mastery level of objectives to successfully complete the component.

- B. Instructors and participants evaluating how well the component activities helped participants to master the objectives. This evaluation will include the effectiveness of the instructor as well as the activity itself.
- C. Reviewing annually to determine the effectiveness of the management and delivery of the program to determine the degree of its efficiency and cost effectiveness. The outcome of these reviews will be considered when revising the program.

VII. Management

The district's Director of Professional Development is designated by the Superintendent of Schools for monitoring the implementation of the Athletic Coaching/Sports Medicine Add-On Endorsement Program and has the responsibility for admitting, evaluating transfer credit, and coordinating the delivery of the program's inservice components. The Panhandle Area Education Consortium will coordinate multi district training programs to more effectively meet the needs of the districts and participants.

- A. Admission Requirements
 - a. Employed in a Florida Public School
 - b. Program entry may occur while one holds a valid temporary Florida Educator's Certificate. An applicant who entered the Add-On Athletic Coaching/Sports Medicine Endorsement program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program.
 - c. Recommendation by principal/work location supervisor.
- B. Advisement
 - a. Each participant will receive a copy of the Add-On Athletic Coaching/Sports Medicine components.
 - b. The district director of Professional Development will complete a plan of inservice training during the endorsement time line which will be forwarded to each participant.
 - c. The plan of inservice training will be signed off both by the Superintendent and the district Director of Professional Development.
- C. Attendance Requirement

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Classwork missed due to a serious illness or extreme circumstances will have to be satisfied through an agreement with the instructor. Each component in the program requires sixty (60) hours of attendance in order to receive sixty (60) Master Inservice Hours (MIH) credit.

D. Transfer and Utilization of Credit

- a. Equivalent credit awarded by a regionally accredited institution may be used to satisfy a course requirement provided a grade of “C” or higher was earned and that the credit was earned within the past ten (10) years. College credits are converted to inservice credits with each semester hour equivalent to twenty (20) MIH.
- b. Inservice credits earned while employed in another district may be transferred provided that the course contents is equivalent or of a higher level than that of the required component, that the course was taken as part of an Add-On Endorsement Program, and has not been previously used for certification renewal.
- c. Participants must submit a written request with course description with an official transcript or official Inservice Transfer Record showing coursework successfully completed to the District Director of Professional Development. The director will review the transfer of credit request to assess the appropriateness of the course to the Add-On Endorsement Program requirements and notify the participant.

E. Certification of Completion

When participants have completed all program completion requirements a District Verification Form for Completion of An Approved Add-On Program will be prepared by the district director or a designee (such as Panhandle Area Education Consortium Professional Development Center Director), and forwarded to the superintendent for a signature and submission to the Department of Education.

F. Records

- a. Participant - The district will maintain a file on each program participant containing performance, advisement, transfer, component completion, and all other necessary data.
- b. Component - The district will maintain a file for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information.
- c. Program - District records will be in compliance with the standards of the add-on endorsement program and applicable state board rules.
- d. Forms - Forms for the Add-On Program Athletic Coaching Endorsement are contained in Appendix D.

VIII. School Board Approval

See Appendix E.

Appendix A - Competencies

Knowledge of human growth and development

1. Recognize the physical, cognitive, social, and emotional development of student athletes. Including normative differences in chronological age groups, maturation, readiness to learn, train, and compete
2. Identify learning and competitive experiences appropriate for student athletes at various stages of growth development.
3. Define individualized, age appropriate, non-injurious training methods for student athletes.

Knowledge of instruction as it relates to athletic coaching

4. Select appropriate instructional strategies for athletic coaching.
5. Outline the development of athletic program philosophy, including goals and objectives.
6. Recognize the importance of pre-assessment in establishing instructional level.
7. Distinguish characteristics of coaching in activity or sport.
8. List feedback methods used in athletic coaching.
9. Define methods used to evaluate student athletes and program effectiveness.
10. Analyze and utilize evaluative data when redesigning programs.
11. Identify available and suitable professional resources for coaching.

Knowledge of biomechanical foundations

12. Define normal human anatomical features and abnormal deviations.
13. Identify biomechanical principles and concepts appropriate to athletic coaching.
14. Apply appropriate physics principles in the acquisition of basic movement skills.

Knowledge of sport injuries

15. Detect athletic injuries.
16. Select the appropriate athletic injury treatment modalities.
17. Identify appropriate first aid emergency planning and care procedures. Including cardiopulmonary resuscitation; the unconscious athlete; suspected head, neck, and spine injuries; and other life threatening circumstances.
18. Select appropriate techniques for rehabilitation and reconditioning.
19. Identify the basic skills involved in athletic injury counseling.
20. Recognize safe playing conditions in order to facilitate injury prevention and enhance athletic performance. Including selection of appropriate athletic uniforms, use of protective equipment, sanitary maintenance of uniforms and equipment, use of facilities, and avoidance of extreme weather conditions (e.g., heat, humidity, cold, lightning, etc.)
21. Identify appropriate athletic injury reporting systems.
22. Identify appropriate health related policies and procedures for student athletes. Including parental medical consent, referral procedures, and medical examinations
23. Explain the importance and responsibility of the athletic trainer and on-call physician.

Knowledge of human psychology

24. Recognize the psychological aspects of athletic coaching.
25. Identify instructional and humanistic coaching methods which assist student athletes in developing appropriate self-perceptions.
26. Identify instructional and humanistic coaching methods which enhance appropriate and constructive peer interactions.
27. Demonstrate by example the ability to recognize and take appropriate action relative to problems among student athletes. Including deficit academic performance, inappropriate

behaviors occurring inside and outside the athletic context, substance abuse, depression, burnout, child abuse, and suicidal tendencies

- 28. Define coaching motivational techniques. Including awareness of performance enhancement techniques, visualization, stress reduction/relaxation, and attention focus.
- 29. Identify appropriate techniques for use in monitoring personal emotional self-control in athletic coaching situations.

Knowledge of physiological principles

- 30. Identify basic training principles (e.g., overload, progression, and specificity).
- 31. Identify the variables by which overload can be modified.
- 32. Evaluate and interpret the results of pre-physical fitness and motor assessments.
- 33. Using evaluative data, apply principles of training to formulate individual and group conditioning programs.
- 34. Explain body composition factors related to athletic performance potential. Including body weight as it affects performance and the percentage of body fat related to conditioning
- 35. Identify environmental conditions and their effects on personal health, safety, and learning (e.g., temperature, humidity, lighting, etc.).

Knowledge of substance use and abuse

- 36. Identify the negative effects of drugs on personal health and athletic performance.
- 37. Identify legal consequences of drug-taking behavior.
- 38. Identify symptoms of substance abuse.
- 39. Identify major characteristics of illegal substance use problems, to include the effects and dangers of drug use including performance enhancing drugs;
- 40. Identify referral techniques for student athletes with substance abuse problems.

Knowledge of nutrition principles

- 41. Explain the relationship between nutritional needs and athletic training.
- 42. Evaluate the adequacy of diets in meeting the nutritional needs of student athletes.
- 43. Recognize fallacies and dangers underlying selected dietary plans and supplements.
- 44. Explain the relationship between food intake, body weight, physical activity, and health.
- 45. Determine the relationship of hydration and dehydration to physical performance.

Knowledge of legal aspects related to athletic coaching

- 46. Recognize tort liability in athletics. Including knowledge of adequate instruction and proper supervision.
- 47. Identify constitutional rights of student athletes, with reference to discrimination(s), appropriate disciplinary techniques, and eliminating athletes from the team
- 48. Identify the minimum insurance coverage areas necessary for an athletic program.
- 49. Identify state procedures and regulations governing athletic participation.
- 50. Identify legal precedents and actions in athletic coaching involving assault and battery, sexual misconduct, and sexual harassment.

Knowledge of public relations principles

- 51. Identify the elements of communication.
- 52. Recognize the importance of feedback to reduce distortion of the intended message.
- 53. Explain the importance of targeting a specific audience to promote an athletic program.
- 54. Identify methods to assess expectations of the school community, community at large, and media.

Knowledge of sport management

55. Outline theoretical principles and strategies for successful athletic coaching.
56. Identify managerial principles in the use of equipment, facilities and deployment of personnel.
57. Outline athletic budget development and control procedures.
58. Define personnel and program evaluation techniques as used in athletic coaching.
59. Distinguish between ethical and unethical coaching behavior.

Appendix B - Components

ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT

Instructional Strand:	Program Area Specialization Competencies
Component Title:	Care and Prevention of Athletic Injuries (Sports Medicine)
Identifier Number:	6-414-500
Number of Points:	60
Target Group:	Certificated teachers who wish to add the coaching endorsement to their certificate, Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

General Objectives

To 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 learn about 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.

This component 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.

Specific Objectives

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.
 - a. Cardiopulmonary resuscitation and related activities.
 - b. Unconscious athlete treatment and care.
 - c. Care of suspected head, neck, and spine injured athletes.
 - d. Consideration of other life threatening circumstances. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
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.
 - a. Selection of appropriate athletic uniforms.

- b. Protective equipment.
 - c. Sanitary maintenance of the foregoing.
- 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. Demonstrate knowledge of appropriate health related policies and procedures.
 - a. Parental medical consent.
 - b. Establish policy/guidelines regarding health of athletes.
 - c. Referral procedures.
 - d. Medical examinations.
 - e. Knowledge of role/importance of athletic trainer.
 - f. On-call physician.
- 13. Maintain currency in the field.
- 14. Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
- 15. State the importance of a knowledge of sports medicine as a lifelong activity.

Description of Activities

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.

Evaluation Procedures

To the satisfaction of the consultant, each individual will:

- 1. Complete assigned activities.
- 2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC, and administrative rule 6A-4.0282.
- 3. Submit copies of current CPR certification issued by the American Heart Association, the American Red Cross, or an equivalent CPR course completion card/certificate issued by an entity approved by the Florida Department of Health pursuant to Rule 64J-1.022, F.A.C.

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT

Instructional Strand:	Program Area Specialization Competencies
Component Title:	Coaching Theory
Identifier Number:	1-011-541
Number of Points:	60 – DOE Approval through 06/30/2013
Target Group:	Certificated teachers who wish to add the coaching endorsement to their certificate, Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

General Objectives

To acquire additional knowledge, methods, skill application that will improve coaching effectiveness.

This component is designed to enable the participant to acquire additional knowledge about legal aspects, human growth and development psycho-social development, bio-physiological foundation, sport management, sport instruction that will improve coaching effectiveness.

Specific Objectives

1. Legal Aspects
 - a. Demonstrate proficiency in understanding tort liability in athletics.
 1. Knowledge of adequate care.
 2. Understanding of proper supervision.
 - b. Understand the constitutional rights of student athletes.
 1. Identify ethnic or other discrimination.
 2. Identify appropriate disciplinary techniques.
 3. Decision making strategy in eliminating athlete(s) from the team.
 - 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.
 1. Sexual misconduct.
 2. Sexual harassment.
 3. Assault/battery.
 - h. Maintain currency in field.
- 2 Human Growth and Development
 - a. Demonstrate an understanding of the characteristics of student athletes.
 1. Normative differences in chronological age.
 2. Maturational differences.
 3. Readiness.
 - i. To learn.
 - ii. To train.

- iii. To compete.
 - 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.
 - 1. Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions
 - 2. Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions.
 - 3. Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:
 - i. Deficit academic performance.
 - ii. Inappropriate behaviors/appropriate corrective measures.
 - iii. Inability to get along with others.
 - iv. Inappropriate behaviors occurring outside the athletic context.
 - v. Substance abuse.
 - vi. Depression.
 - vii. Burnout.
 - viii. Child abuse.
 - ix. Suicidal tendencies.
 - b. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete.
 - 1. Awareness of performance enhancement techniques.
 - i. Visualization.
 - ii. Stress reduction/relaxation.
 - iii. Attention focus.
 - 2. Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations.
 - 3. Determine personal physical/emotional status of well being as an athletic coach.
 - 4. Understand skills in effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large.
 - 5. Identify available/suitable professional resources for athletic counseling.
 - c. Maintain currency in field.
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.
 - i. Demonstrate understanding of physics principles, which form the basis of skills acquisition.

- ii. Demonstrate knowledge of biomechanical concepts as applied in athletic coaching.
 - c. Demonstrate understanding of exercise physiology as it relates to athletic coaching.
 - i. Understand training program(s) for sport and demonstrate the ability to implement appropriate program(s).
 - ii. Knowledge of appropriate environmental conditions and their effects on training and learning (temperature, humidity, lighting, etc.).
 - d. Demonstrate understanding of body composition factors related to athletic performance potential.
 - i. Body weight as it affects performance.
 - ii. Body fat percentage related to conditioning.
 - e. Maintain currency in foregoing subjects.
- 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.
 - i. Personnel.
 - ii. Program.
 - e. Demonstrate ethical behaviors and decision making in personal relations with others.
- 6. Instruction
 - a. Knowledge of sound instructional strategies in athletic coaching.
 - i. Philosophy of program (goals and objectives).
 - ii. Initial pre-assessment.
 - iii. Instructional approaches.
 - 1. Plan content.
 - 2. Develop procedures.
 - 3. Use of instructional resources.
 - iv. Coach the activity.
 - v. Reevaluate students and evaluate program effectiveness.
 - vi. Feedback.
 - vii. Redesign of program as appropriate.

Description of Activities

Laboratory activities shall consist of methods, techniques, and recommended operational procedures by qualified professionals. By 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

Evaluation Procedures

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT

Instructional Strand:	Program Area Specialization Competencies
Component Title:	Theory and Practice of Coaching a Specific Sport
Identifier Number:	1-011-542
Number of Points:	60 – DOE Approval through 06/30/2013
Target Group:	Certificated teachers who wish to add the coaching endorsement to their certificate, Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

General Objectives

To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

This component is designed to enable the participant to acquire additional knowledge about basic content and recent advances in coaching a selected interscholastic sport.

The component should also include skill acquisition, coaching/ teaching methods, trends, hands-on laboratory experiences, and appropriate safety precautions and procedures.

Specific Objectives

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. State the social skills derived from participation in selected interscholastic sports.
10. Identify positive sportsmanship techniques in participating in selected interscholastic sports.
11. Identify new methods and techniques for more effective coaching in selected interscholastic sports.
12. Identify innovative methods of organizing and administering a selected interscholastic sport.
13. Identify national, state, local policy revisions that will affect the administering of a selected interscholastic sport.
14. Exhibit a basic understanding and knowledge of sport medicine as it pertains to selected interscholastic sports.

15. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

Description of Activities

Laboratory activities that include 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.
8. Conference/seminars.

Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

Appendix C - Matrix

**Matrix of Competencies and Specific Objectives for Add-On
Endorsement of Athletic Coaching**

Competency Number	Component Name	Specific Objective Number	Method of Competency Demonstration
1	Coaching Theory	II.A.1,2,3	Component Test
2	Th. & Practice of a Spec. Sport	4	Component Test
	Coaching Theory	II.B	Component Test
3	Th. & Practice of a Spec. Sport	6	Component Test
	Coaching Theory	II.C	Component Test
4	“	IV.A	Component Test
	Th. & Practice of a Spec. Sport	4	Component Test
5	“	2	Component Test
	Coaching Theory	IV.A.1	Component Test
6	“	IV.A.2	Component Test
7	“	III.B.1,4	Component Test
8	“	VI.A.6	Component Test
9	“	VI.A.5,7	Component Test
10	“	VI.A.7	Component Test
11	“	V.D	Component Test
	Th. & Practice of a Spec. Sport	11,12,13	Component Test
	Care & Prevent	12	Component Test
12	Coaching Theory	VI.A	Component Test
13	“	IV.B.1,2	Component Test
14	“	IV.C.1,2	Component Test
15	Care & Prevent	2.,4.A,B,C,D	Component Test
	Th. & Practice of a Spec. Sport	15	Component Test
16	“	14	Component Test
	Care & Prevent	2.,4.A,B,C,D	Component Test
17	“	3,4.A,B,C,D	Component Test
	Th. & Practice of a Spec. Sport	15	Component Test
18	Care & Prevent	5	Component Test
19	“	6,13,14	Component Test
20	“	7.A,B,C	Component Test
	Th. & Practice of a Spec. Sport	8	Component Test
21	Care & Prevent	9	Component Test
22	“	10,11.A,B,C,D	Component Test
23	“	11.E,F	Component Test
24	Coaching Theory	III.A.1,2,3	Component Test
25	“	III.A.1	Component Test
	Th. & Practice of a Spec. Sport	9	Component Test
26	“	5	Component Test
27	Coaching Theory	III.A.2	Component Test
	“	III.A.3.a,b,c,d,e,f,g,h,i	Component Test

28	“	III.B.1.a,b,c	Component Test
	Th. & Practice of a Spec. Sport	10	Component Test
29	Coaching Theory	III.B.2,3	Component Test
30	“	IV.A,B	Component Test
31	“	IV.A,B	Component Test
32	“	IVB.	Component Test
	Th. & Practice of a Spec. Sport	7	Component Test
33	Coaching Theory	IV.C	Component Test
34	“	IV.D	Component Test
35	“	IV.C.2.	Component Test
36	“	III.A.3.d,e	Component Test
	Care & Prevent	10	Component Test
37	“	10	Component Test
38	“	10	Component Test
	Coaching Theory	III.A.3.e	Component Test
39	“	III.A.3.b	Component Test
	Care & Prevent	10	Component Test
40	“	1	Component Test
	Coaching Theory	IV.D.1,2	Component Test
41	“	IV.D.1	Component Test
	Care & Prevent	1	Component Test
42	“	1	Component Test
	Coaching Theory	IV.D.1	Component Test
43	“	IV.D.1,2	Component Test
	Care & Prevent	1	Component Test
44	“	1	Component Test
	Coaching Theory	IV.D	Component Test
45	“	I.A.1,2	Component Test
46	“	I.B.1,2,3	Component Test
47	Coaching Theory	I.C	Component Test
48	“	I.D.	Component Test
	Th. & Practice of a Spec. Sport	3,13	Component Test
49	Coaching Theory	I.G.1,2,3	Component Test
50	“	III.B.4	Component Test
51	“	VI.A.6	Component Test
52	“	V.A	Component Test
53	“	III.4	Component Test
54	“	V.A	Component Test
55	“	V.B	Component Test
56	“	V.C	Component Test
57	“	V.D	Component Test
58	“	V.E.	Component Test

*Component tests could include written tests, class work, observation, written/oral reports, quizzes and/or demonstrations.

Administrative Rules

Administrative Rule 6A-4.0282

Specialization Requirements for the Endorsement in Athletic Coaching --- Academic Class

4. Certification in another subject, and
5. Nine (9) semester hours in athletic coaching to include the areas specified below:
 - o (a) Three (3) semester hours in care and prevention of athletic injuries and the effects and dangers of drug use including performance enhancing drugs,
 - o (b) Three (3) semester hours in coaching theory,
 - o (c) A course in theory and practice of coaching a specific sport, and
6. A valid cardiopulmonary resuscitation course completion card or certificate issued by the American Heart Association or the American Red Cross or an equivalent cardiopulmonary resuscitation course completion card or certificate issued by an entity approved by the Florida Department of Health pursuant to Rule 64J-1.022, F.A.C.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 12-4-89, Amended 10-26-05, 1-16-08.

64J-1.022

Cardiopulmonary & Advanced Cardiac Life Support Courses

(1) Cardiopulmonary resuscitation (CPR) or advanced cardiac life support (ACLS) courses which have been accredited by the Commission on Accreditation of Pre-Hospital Continuing Education (CAPCE) are defined as equivalent to CPR or ACLS courses conducted by the American Heart Association or American Red Cross.

(2) Any public or private entities desiring to conduct CPR or ACLS courses equivalent to those conducted by the American Heart Association or American Red Cross shall have those courses accredited by the CAPCE and shall maintain CAPCE accreditation of those courses at all times they are offered and conducted.

(3) Entities shall provide a copy of the letter of approval of accreditation from CAPCE for each CPR and ACLS course to be recognized and accepted as an equivalent by the Department. A copy of the letter of approval shall be submitted to the Department with a completed DH Form 1938, February 2002, Cardiopulmonary Resuscitation (CPR) or Advanced Cardiac Life Support (ACLS) Course Equivalency Form at least 90 days prior to the offering of the course. This form is incorporated by reference and available from the department. In addition to DH Form 1938 and a copy of the letter of approval each entity shall provide a sample completion card or certificate which shall be issued to students successfully completing the course.

(4) The entity shall provide the student with a course completion card or certificate which is the same as that submitted to the Department which includes: name of entity, course title, date of course, expiration date of the card, name of the instructor and name of the student.

(5) Department approval of the CPR and ACLS courses shall be concurrent with the CAPCE accreditation of the courses.

Rulemaking Authority 401.35 FS. Law Implemented 401.27 FS. History-New 4-21-02, Formerly 64E-2.038.

Appendix E - Forms

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT
APPLICATION FORM (Form A)**

NAME _____

DISTRICT _____ SCHOOL _____

EMAIL _____ PHONE _____

_____ I am planning to add Athletic Coaching/Sports Medicine to my current Florida teaching certificate. I understand that I will need to complete the three courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I must earn the full 60 points available for each course completion.

_____ I do not currently hold a valid teaching certificate and am interested in coaching a school team. I understand that I may complete these three courses and apply for a renewable certificate for part-time athletic coaching as provided in State Board of Education Rule 6A-4.0282. This certificate process does not fall under the add-on or endorsement rule but does follow the process for applying for a regular part-time certificate.

_____ I hold certification in “athletic coaching” or “physical education” on a current, valid certificate and wish to complete one of more of the Coaching Endorsement courses to earn in-service points for certificate renewal.

_____ I have obtained approval from the Director of Professional Development in my district to enroll in this course as verified by his/her signature below.

Signature of Registrant

Date

Position

DOE Certification # (if applicable)

FOR DISTRICT USE ONLY

By signing below, I verify that the district has an Athletic Coaching Endorsement Plan approved by the Florida Department of Education.

District Director of Professional Development

Date

**Please note:*

- Applicants must return this completed form to the District Professional Development Director.
- District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT
VERIFICATION OF POINTS (Form B)**

1. Name _____
2. District _____ 3. School _____
4. Social Security No. _____ 5. Points on file: _____
6. Requirements
- (1) _____ Care and Prevention of Athletic Injuries (Sports Medicine)
(60 points minimum)
- (2) _____ Coaching Theory
(60 points minimum)
- (3) _____ Theory and Practice of Coaching a Specific Sport
(60 points minimum)

College courses may be substituted, at district discretion, for any of the above components for which the course descriptions match the _____ County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>		<u>Deficiency</u>		<u>Date Completed</u>
Requirement #1 Min. 60					
Requirement #2 Min. 60					
Requirement #3 Min. 60					
Total Required 180					

Date

Program Coordinator for Professional Development, PAEC

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

_____ Sent to Florida Dept. of Education

_____ Returned for Additional Verification

Date

District Official

Please note: Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING/SPORTS MEDICINE
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name _____
2. School _____ 3. District _____
4. Social Security No. _____ 5. DOE No. _____

The attached college transcripts are submitted as part of the Athletic Coaching/Sports Medicine endorsement program. These courses meet the requirements of the following component(s) in the approved _____ county program for Athletic Coaching/Sports Medicine endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date

District Professional Development Director

Please note: Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

Appendix E – School Board Approval

Inservice Program
For Add-On Endorsement
In the Area of
ATHLETIC COACHING/SPORTS MEDICINE

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131

Recommended to the _____ District School Board on _____, 20__

Superintendent

Approved by the _____ District School Board on _____, 20__

Chairman of the Board

INSERVICE PROGRAM

FOR ADDING AN ENDORSEMENT IN

Autism Spectrum Disorder K-12

TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared by the

Panhandle Area Educational Consortium

2019

Revisions



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

753 West Boulevard
Chipley, FL 32428
www.paec.org
850-638-6131
Toll free: 1-877-873-7232

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Autism Spectrum Disorder Add-On Endorsement

I. Title

In-service Program for Adding an Endorsement in Autism Spectrum Disorder

II. Program Rationale and Purpose

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: <http://www.fl DOE.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.shtml>

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health(1:59 births, 2018),
- 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,

The add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

III. Curriculum

Competencies

Competencies to be addressed in the program are

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice 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/Professional Studies

Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at: <https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796>.

Participants will develop classroom behavior analysis techniques and positive behavior supports. 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.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

Nationally Recognized Guidelines

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the National Professional Development Center on Autism Spectrum Disorder, 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included.

St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans, as well as course descriptions for state universities, were all consulted in the development of the autism endorsement plan.

IV. Instructional Design and Delivery

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may 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 a twelve-week period (per course). 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.

Instructional Strands

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
1. The Basics of Autism 2. History and Assessment 3. Evidence Based Practices 4. Parental Involvement 5. Sensory Differences 6. Visual Schedules 7. Social Narratives and Social Skills 8. Structured Work Systems 9. Quality Individualized Education Program (IEP)	1. Challenging Behavior in Autism 2. Applied Behavioral Analysis (ABA) 3. Decreasing Challenging Behavior 4. The Power of Reinforcement 5. Social Skills 6. Beginning the Functional Behavioral Assessment (FBA) 7. Self-Monitoring 8. Data Collection 9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)	1. The Basics- Communication in Autism Spectrum Disorders 2. Augmentative/Alternative Communication Systems (AAC) 3. AAC in the School Setting 4. Functional Communication Training 5. Assistive Technology 6. Technology Aided Instruction and Intervention (TAII) 7. Communication and Collaboration in the School 8. Transition and Community Based Instruction 9. Transition

REQUIRED PROFESSIONAL LEARNING COMPONENTS

Component Number	Professional Learning Plan Inservice Points	Component Title
2-103-545	80	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
5-101-546	80	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
3-100-547	80	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Number 2-103-545

Function: 2

Focus Area: 103

Local Sequence: 545

Number of Inservice Points: 80

Course Description: *Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience* is a brief description of content or general objectives

Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

LINKS 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:
- ☐ Mastery of a specific leadership practice:
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 3.4.3, 3.4.7

IMPACT AREAS

- ☒ 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:

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a. criteria for determining eligibility (medical and educational)
 - b. autism-specific instruments
 - c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).

13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
 - a. opportunities to enhance communicative initiations and interactions;
 - b. opportunities for appropriate play and leisure activities;
 - c. self-regulation and self-control;
 - d. sensory-motor concerns and
 - e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and How? to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and data-based decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations

- Action research

HOW?

Tasks within the inservice components may 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.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice 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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: R:

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-202

Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Number 5-101-546

Function: 5

Focus Area: 101

Local Sequence Number: 546

Number of Inservice Points: 80

Course Description

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience provides participants with an understanding of How? applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

LINKS 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:
- ☐ Mastery of a specific leadership practice:
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 3.4.3, 3.4.7

IMPACT AREAS

- ☒ 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.

Educators will:

1. Identify social and behavioral issues associated with ASD and How? those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.

14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations
- Action research

HOW?

Tasks within the inservice components may 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.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice 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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R.

Electronic, Interactive, with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning.

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project
Date 2019-2020

Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Number: 3-100-547

Function: 3

Focus Area: 100

Local Sequence Number: 547

Number of Inservice Points: 80

Course Description: *Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience* is a course to teach participants to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

LINKS 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:
- ☐ Mastery of a specific leadership practice:
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 3.4.3, 3.4.7

IMPACT AREAS

- ☒ 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:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
 - a. Single message
 - b. Picture communication systems
 - c. Manual communication boards
 - d. Voice output communication devices
 - e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe How? to individualize a communication system for an individual student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
7. Describe How? to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.

8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a. communication
 - b. social interactions
 - c. academics
 - d. daily living
 - e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and How? the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe How? individuals with autism are included in transition planning in your district.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive, (includes facilitation supporting development/application on the job)

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations
- Action research

HOW?

Tasks within the inservice components may 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.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice 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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2

Autism Spectrum Disorder Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards	Method of Competency Demonstration
Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience				
2a	2-103-545	1, 3	DDA.1.K1, DDA.1.K2, DDA.1.K3, SEDAS.1.S1, SEDAS.1.S2, DDA.6.K4, SEDAS.1.K5, SEDAS.1.S3, SEDAS.4.S1, SEDAS.4.S2, SEDAS.5.K1	1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e	2-103-545	2, 4, 5, 6	DDA.6.K3, SEDAS.4.K1, DDA.1.K1, DDA.1.K8, DDA.6.K5, DDA.6.K1, SEDAS.1.K1, DDA.4.K1, DDA.4.K3, SEDAS.1.K2, SEDAS.1.K3,	1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2e	2-103-545	14, 20, 22	DDA.1.K4, DDA.4.K2, DDA.5.S11, SEDAS.1.S3, SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, DDA.5.S6, DDA.5.K1, DDA.5.S9, DDA.5.S5, SEDAS.3.S5,	1. Research Evidence-based Practices (EBP) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

2a	2-103-545	7, 8	DDA.7.K1, SEDAS.1.S10, SEDAS.6.K1, SEDAS.6.K2, SEDAS.7.S4, DDA.6.K7	1. Research data regarding parental involvement in schools and how this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a	2-103-545	15	DDA.1.K4	1. Sensory graphic organizer 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2e	2-103-545	19	DDA.3.S4, SEDAS.3.S9	1. Development and implementation of visual schedules 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e	2-103-545	16, 17	DDA.2.S2, DDA.3.S5, DDA.5.S12, SEDAS.3.K1, DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2	1. Development and implementation of a social narrative 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

2a,2e	2-103-545	17, 18	DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2, DDA.2.S1, DDA3.S3, DDA.5.S13, SEDAS.3.K4	1. Development and implementation of structured work system; including progress monitoring tool 2. Develop and implement a visual to support the use of the structured work system 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2d, 2e	2-103-545	9, 10, 11, 12, 13, 21	DDA.6.K2, SEDAS.1.S6, SEDAS.3.S1, DDA.2.S4, DDA.4.K4, DDA.5.S1, DDA.5.S3, SEDAS.1.S5, SEDAS.3.S14, DDA.5.S4, DDA.5.S14, DDA.5.S16, SEDAS.1.S6, SEDAS.3.S12, DDA.2.S4, DDA.3.S6, DDA.4.S1, DDA.5.S16, SEDAS.1.K4, SEDAS.1.S4, SEDAS.2.K2 SEDAS.6.S5 SEDAS.6.S6	1. Analysis of assessment results Development of IEP SMART goals 3. Make decisions regarding accommodations and instructional strategies 4. Field experience application of course concepts 5. Quiz

Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience				
2a, 2c, 2e	5-101-546	1, 2, 4	DDA.1.K1, DDA.1.K6, DDA.1.K8, DDA.1.K9, SEDAS.1.K1, SEDAS.1.S1, DDA.1.K7, DDA.1.K4, SEDAS.1.S2, SEDAS.3.K2	1. Research project 2. Development of IEP SMART goals for social/emotional/behavior 3. Field experience application of course concepts 4. Quiz
2c	5-101-546	3, 5, 6		1. Research basic principles of ABA 2. Choose an Evidenced Based Practice in the area of behavior to research 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	5-101-546	11, 12, 16	SEDAS.3.S11, SEDAS.4.K1, SEDAS.1.K2, SEDAS.6.K2, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Collect behavioral data (ABC) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e	5-101-546	7, 8, 13, 14, 15	DDA.6.K7, SEDAS.3.S12, DDA.2.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K2, DDA.5.S11, DDA.5.S12, DDA.5.S13, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S14, SEDAS.4.K1, SEDAS.1.S5, DDA.5.S5, DDA.5.S10, DDA.6.K4, SEDAS.3.K1,	1. Develop token economy system 2. Identify target/replacement behavior 3. Analyze reinforcer assessment 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

			SEDAS.3.K2, SEDAS.3.S5, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	
2c, 2d, 2e	5-101-546	9	DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4 SED.AS.7.S2	1. Administer Functional Social Skills Assessment (FSSA) 2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e	5-101-546	17, 18	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8, DDA.4.S2, DDA.4.S3,	1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior 3. Implement intervention and collect data 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c	5-101-546	10	DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4, SEDAS.3.S11, SEDAS.3.S12	1. Develop and implement a self-monitoring system 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2c, 2e	5-101-546	19	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results

				3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	5-101-546	20	DDA.4.S2, DDA.4.S3, DDA.5.S5, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Develop an FBA and PBIP based on data results 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience				
2a	3-100-547	1	DDA.1.K2, DDA.1.K5, SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2b, 2e	3-100-547	2, 3, 4, 6	DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, SEDAS.1.S5, SEDAS.1.S6, SEDAS.2.K1, SEDAS.3.K3, SEDAS.3.S6, SEDAS.6.S3, DDA.1.K5, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.4.K2, DDA.4.K4, DDA.5.S4, DDA.5.S13, DDA.5.S15, SEDAS.3.S7	1. Research AAC devices; including PECS 2. Individualize AAC for a student 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	3-100-547	5, 7	DDA.1.K5, DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.5.K1, DDA.5.S2, DDA.5.S3, DDA.5.S10, DDA.5.S14, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.6.S3, DDA.4.S1, DDA.4.S2, SEDAS.3.S5, SEDAS.3.S10	1. Research AAC devices 2. Integration of AAC into classroom environment/curriculum 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz

2a, 2b, 2c, 2e	3-100-547	8	DDA.4.S2, DDA.5.S2, DDA.5.S5, DDA.5.S13, DDA.5.S15, DDA.6.K5, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5	1. Identify interfering behavior 2. Implement the Functional Communication Training (FTC) strategy 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	3-100-547	10, 11, 12	DDA.2.S4, DDA.4.K2, DDA.5.S2, DDA.5.S15, DDA.7.K1, SEDAS.1.S5, SEDAS.1.S7, DDA.1.K5, DDA.1.K8, DDA.2.S2, DDA.3.S2, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	1. Research technology supports 2. Provide examples of low, mid, and high tech supports, 3. Review district AT evaluation process 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Quiz

2b, 2e	3-100-547	11, 12	DDA.1.K5, DDA.1.K8, DDA.2.S1, DDA.3.S2, DDA.3.S4, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	3-100-547	9	DDA.2.S2, DDA.5.K1, DDA.5.S14, DDA.6.K6, DDA.7.K1, SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5, SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4, SEDAS.7.S3, SEDAS.7.S4	1. Describe collaboration and communication with stakeholders; including paras and service providers 2. Describe collaboration and communication among and between special education and general education teachers 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz

2a	3-100-547	13, 14	DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.K1, SEDAS.3.S12, SEDAS.3.S13, SEDAS.5.S1, DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.K4, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.6.S1, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5	1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e	3-100-547	15, 16	DDA.5.K2, DDA.5.S6, DDA.5.S7, DDA.5.S9, DDA.5.S14, DDA.5.S16, DDA.6.K2, DDA.6.K6, DDA.7.K1, DDA.7.S1, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.7.S1, SEDAS.7.S2, SEDAS.7.S3, SEDAS.7.S5, DDA.5.K2	1. Research transition assessments. 2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

Note* Competency Number based upon Rule 6A-4.01796

Instructor Qualifications

Selection of instructors for the Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

V. Completion Requirements

Program Completion

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion. Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

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.

Upon successful completion of all three required courses, the participant will be provided with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder K-12.

Competency Demonstration

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

Competency Verification

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the instructor that there is reasonable equivalence between the college/university courses and the add-on courses. Decisions will be made at the local level, in collaboration with the teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

VI. Program Evaluation**Evaluation Plan**

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on 100% of the specific objectives).
2. Each training component will be evaluated by utilizing staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and exceptional student education administrative and supervisory staff to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Annual Review

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by Exceptional Student Education administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional development offered outside of the endorsement program.

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

Descriptive Data

Formal program evaluation will provide the following data:

1. Number of teachers who are out-of-field in autism spectrum disorders
2. Number and percentage of the above that have enrolled in the add-on program
3. Number of enrollees dropped for nonperformance
4. Number and percentage of program completers
5. Number and percentage of program completers teaching in the district

2. Client Satisfaction Data

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs
2. The quality of instruction is consistent with professional development standards
3. The curriculum is pertinent to their classroom and professional development needs
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities

3. Supervisory Evaluation Data

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others

Evidence exists of tangible benefit to students accruing from add-on training

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

VII. Management

The FDLRS organization will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training will be offered by districts and regional service providers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Autism Spectrum Disorder Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 80 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education by electronically submitting a CTE-115 Form to the Bureau of Educator Certification at Florida Department of Education.

Transfer and Utilization of Credit (College or Inservice)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office. Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level
- The component was earned as part of a Florida-approved Add-On Certification Program

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district certification specialist will assist the participant in filing the necessary online application and collecting the fees associated with adding the Autism Spectrum Disorders Endorsement to the educator's teaching certificate. The district will electronically submit the CT-115 form to the Bureau of Educator Certification verifying completion of the add-on program."

APPENDIX

**VERIFICATION OF INSERVICE POINTS APPLICABLE TOWARD
ADD-ON CERTIFICATION
FLORIDA AUTISM SPECTRUM DISORDER K-12 (Optional FormA)**

NAME: _____

DISTRICT: _____

SCHOOL: _____

Course Name	Points on File
1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience (80 points minimum)	
2. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)	
3. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)	

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Autism Spectrum Disorder inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Autism Spectrum Disorder provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Autism Spectrum Disorder. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Points Required	Points Verified	Deficiency (if any)	District Initials
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience (80 points minimum)			
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)			
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)			
TOTAL POINTS REQUIRED 240	TOTAL POINTS VERIFIED		

Signature District Official: _____

Date: _____

FOR _____

DISTRICT OFFICE OF CERTIFICATION USE ONLY.

(name of

district) Status of

Application:

_____ Sent to Florida Department of Education

_____ Returned for Additional Verification

Date _____

By _____

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
DRIVER EDUCATION/TRAFFIC SAFETY
TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared By The
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Professional Development Center
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Revised November 2017



I. TITLE

In-service Program for adding an endorsement in Driver Education/Traffic Safety

II. RATIONALE

The responsibility of providing a driver education program for those secondary education students who want to participate in a driver education program prompts the Panhandle Area Educational Consortium, on behalf of its member school districts, to make available to practicing educators those courses which will provide for them the skills and competencies to teach the driver education endorsement program.

Specialization requirements for the Driver Education Endorsement, as specified in Florida State Board of Education Rule 6A-4.0131, are:

1. A bachelor's or higher degree with certification in another area.
2. Nine (9) semester hours in driver education to include the areas specified below:
 - a) Three (3) semester hours in Basic Driver Education/Traffic Safety
 - b) Three (3) semester hours in Advanced Driver Education/Traffic Safety
 - c) Three (3) semester hours in Administration and Supervision of Driver Traffic Safety Education.

Courses which may be used to complete this endorsement program are offered through Nova Southeastern University via online, or, through Florida Agricultural & Mechanical University (FAMU) on campus. Information concerning the Nova University program can be found via the university website at

<http://education.nova.edu/undergraduate/driver-ed-endorsement.html>. Information concerning the FAMU program may be accessed via

<http://www.famu.edu/index.cfm?HealthPhysicaledu&CertificationsandEndorsements>.

Courses that meet the state requirements, taken through other entities, will be accepted through this endorsement program. It will be the responsibility of the individual to determine eligible of coursework.

III. PROGRAM OBJECTIVE

The primary objective of this program is to make available to practicing educators those courses which will provide for them the skills and competencies to teach driver education at the secondary level. This program will meet the driver education requirements for State Board Rule 6A-4.0131 through in-service training.

The specific competencies to be gained by the teachers are identified in the in-service components within the proposal.

IV. ADMISSION REQUIREMENTS

1. Employed as a teacher in a County Public School
2. Program entry may occur while one holds a valid temporary Florida Educator's Certificate. A valid professional Florida Educator's Certificate must be held prior to

- program completion.
3. Recommendation by principal/work location supervisor

V. PROGRAM REQUIREMENTS

Individuals endeavoring to add the Driver Education Endorsement to the Florida Educator's Certificate must earn a total of 180 in-service points (equivalent to 9 credit hours of college credit) by successfully completing the prescribed set of in-service components included in this program.

Candidates for the Driver Education Endorsement must earn the 180 total points by completing a specified number of points in each area as follows:

1. 60 points - Basic Driver Education
2. 60 points – Advanced Driver Education
3. 60 points - Administration and Supervision of Driver and Traffic Safety Education

These in-service points may be earned under the following components of the District's Master In-service Plan:

1. Component # 1-014-537
Basic Driver Education/Traffic Safety
2. Component # 1-014-538
Advanced Driver Education/Traffic Safety
3. Component # 1-014-539
Administration and Supervision Driver Traffic Safety

Successful completed college work may be transferred into this endorsement program. Courses to be transferred must be equivalent to the number of credits listed in Section II - Rationale and must match the content in the components listed in the In-service Components of this document. Candidates for the Driver Education Endorsement must complete and submit a written request to the district's Professional Development director with a current teacher certificate showing a bachelor's or higher degree with certification in another area. An official college transcript must be forwarded to the district's Professional Development director if the applicant is transferring college course credit.

A district-level program specialist or program director will be designated by the superintendent to review the requests and assess the appropriateness of each transfer into the endorsement program. The director of Professional Development will also review and act on each of the requests for transfer of credit.

VI. PROGRAM COMPLETION/CERTIFICATION PROCEDURE

Successful completion of **at least** 180 in-service points consistent with the program requirements section of this document, as indicated by district in-service records, shall constitute program completion. The district's Professional Development Director will

submit a Verification of Completion form to PAEC. A designated PAEC representative will verify course completion by signing the Verification of Completion form and returning it to the District office. The participant's district office will submit completed documentation to the Florida Department of Education.

For participants that choose to take online courses for Driver Education endorsement, districts may request that a certified Driver Education Instructor document "in-car" instructional competencies prior to final approval before driving with students.

Equivalent or higher level college credit from an accredited institution of higher education may be used to satisfy component requirements. A "Transfer of College Credit" form, as well as an official college transcript, must be provided by the applicant to the district Office of Certification.

VII. PROGRAM EVALUATION

Pre and posttests assessments designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each participant must obtain a minimum 80% mastery level of objectives to successfully complete the component.

Participants must demonstrate all program competencies to the satisfaction of the instructor in order to be awarded in-service credit for each of the program's components.

Evaluation will consist of instructors' and participants' assessment of how well component activities helped participants to master objectives.

The evaluation of the participants' accomplishments of each of the components activities specific objectives shall be accomplished by utilizing pre and post-testing. Other validated material may also be used to determine that the participants have successfully demonstrated increased competency on 80% of the specific objectives.

Participants and specialists will assess the degree to which specific objectives have been addressed by the component activities.

VIII. REQUIRED INSTRUCTOR QUALIFICATIONS

Instructors used in the training of certified educators in the Driver Education/Traffic Safety Endorsement are as follows:

1. Educators holding certification in the field or endorsement in Driver Education/Traffic Safety and experienced teachers in this field
2. College professors
3. Qualified Division of Driver License personnel
4. Qualified National Safety Council personnel

IX. ADVISEMENT

1. Each participant will receive a copy of the add-on Driver Education/Traffic Safety

- components.
2. The District Director of Professional Development will complete a plan of in-service training during the endorsement timeline which will be forwarded to each participant.
 3. The plan of in-service training will be signed off both by the Superintendent and the Director of Professional Development.

X. MANAGEMENT

1. District Director of Professional Development:
The Director of Professional Development Services is designated by the Superintendent of Schools for monitoring the implementation of the Driver Education/Traffic Safety Add-On Endorsement Program and has the responsibility for admitting an evaluation transfer credit and coordinating the delivery of the program's in-service components.
2. Master In-service Plan:
The Driver Education/Traffic Safety Add-On Endorsement Program is a part of the District's Master In-service Plan.
3. Records:
 - a. Participant - The district will maintain a file on each program participant containing performance, advisement, transfer, component completion, and all other necessary data.
 - b. Component - The district will maintain a file for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information.
 - c. Program - District records will be in compliance with the standards of the add-on endorsement program and applicable state board rules.

XI. IN-SERVICE COMPONENTS

The Master In-service Plan components that have been developed for use in this endorsement program are implemented to include:

1. A list of competencies to be attained by each participant.
2. The assessment procedure to be followed in the attainment of competencies and the associated criteria for successful component completion.

Included in Appendix B of this document is a set of components that will be offered to meet the requirements established for the program.

XII. PROGRAM MANAGEMENT FORMS

A set of forms has been prepared to facilitate the management of the program for adding the Driver Education/Traffic Safety Endorsement to a Florida Educator's Certificate. These forms are located in Appendix C of this document.

XIII. SCHOOL BOARD APPROVAL

The completed School Board approval form is found in Appendix D.

XI:

INSERVICE COMPONENTS

BASIC DRIVER EDUCATION/TRAFFIC SAFETY

Component Identifier Number
Maximum Points

1-014-537
60

Educator's Certificate Area/Target Group:

Content

Driver Education/ Traffic Safety

Generic

All Other Areas

General Objective:

To acquire knowledge in basic driving/traffic safety skills and competencies in order that the instructor can provide appropriate training to the participants.

Specific Objectives:

Participants will be able to:

1. Describe basic aspects of the Highway Transportation System (HTS) - its purpose, major elements, effectiveness, and the roles played by man in the system.
2. Describe basic vehicle control, including exterior and interior pre-motion checks, control of motion and direction, and basic maneuvers.
3. Describe and interpret signs, signals, and pavement markings.
4. Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and describe appropriate execution of these decisions (I.P.D.E.).
5. Describe the management of space requirements in all driving situations.
6. Describe the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
7. Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
8. Describe the legal and moral responsibilities at the scene of highway collisions.
9. Describe the effects of attitudes and emotions on driving decisions.
10. Describe the effect of alcohol and other drugs on driving.
11. Describe the importance of vehicle maintenance for safe and efficient operation.
12. Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
13. Describe the principles and practices related to trip planning.
14. Describe the operation and interaction of motor driver cycles in the Highway Transportation System.
15. Describe specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
16. Describe the value and use of occupant vehicle restraints and other built-in safety features and devices.
17. Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of the highway safety programs.

Description of Activities:

1. Lecture and observations
2. Attendance at workshops and conferences designed for individuals working with driving education's issues and concerns or online coursework aligned with the objectives of the course.

Evaluation:

Pre and post-assessment designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each participant must obtain a minimum 80 percent mastery level of objectives to successfully complete the component.

Component evaluation will consist of instructors and participant assessment of how well component activities helped participants to master objectives.

It is expected that participants will demonstrate all of the competencies focused upon by the objectives of this component.

The evaluation of the participant's accomplishment of each of the component activity's specific objectives shall be accomplished by utilizing pre and posttesting or other validated measures to determine that the participant has successfully demonstrated increased competency on 80% of the specific objectives.

Participants and consultants will assess the degree to which specific objectives have been addressed by the component activities.

ADVANCED DRIVER EDUCATION/TRAFFIC SAFETY

Component Identifier Number
Maximum Points

1-014-538
60

Educator's Certificate Area/Target Group:

Content

Driver Education/Traffic Safety

Generic

All Other Areas

General Objective:

To acquire knowledge in advanced driving/traffic safety skills and competencies in order that the instructor can provide appropriate training to the participant.

Specific Objectives:

Participants will be able to:

1. Describe basic aspects of the Highway Transportation System (HTS) - its purpose, major elements, effectiveness, and the roles played by man in the system.
2. Describe and demonstrate basic control of the vehicle, including exterior and interior pre-motion checks, control of motion and direction, and basic maneuvers.
3. Describe, interpret, and react properly to signs, signals, and pavement markings.
4. Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and demonstrate appropriate executions of these decisions (I.P.D.E.).
5. Describe and demonstrate the management of space requirements in all driving situations.
6. Describe and demonstrate the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
7. Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
8. Describe the legal and moral responsibilities at the scene of highway collisions.
9. Describe the effects of attitudes and emotions on driving decisions.
10. Describe the effects of alcohol and other drugs on driving.
11. Describe the importance of vehicle maintenance for safe and efficient operation.
12. Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
13. Describe the principles and practices related to trip planning.
14. Describe the operation and interaction of motor driver cycles in the Highway Transportation System.
15. Describe and demonstrate specific decisions to be made when interacting with other users of the Highway Transportation system other than the automobile.
16. Describe the value and demonstrate the use of occupant vehicle restraints and other built-in safety features and devices.
17. Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.

SPECIAL NOTE: Includes laboratory activities.

Description of Activities:

1. Lecture and observations
2. Attendance at workshops and conferences designed for individuals working with driving education issues and concerns or online coursework aligned with the objectives of the course.

Evaluation:

Pre and post-assessment designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each participant must obtain a minimum 80% mastery level of objectives to successfully complete the component. Component evaluation will consist of instructors and participant assessment of how well component activities helped participant to master objectives.

It is expected that participants will demonstrate all of the competencies focused upon by the objectives of this component.

The evaluation of the participant's accomplishment of each of the component activity's specific objectives shall be accomplished by utilizing pre and post-testing or other validated measures to determine that the participant has successfully demonstrated increased competency on 80% of the specific objectives.

Participants and consultants will assess the degree to which specific objectives have been addressed by the component activities.

ORGANIZATION AND ADMINISTRATION OF DRIVER & TRAFFIC SAFETY EDUCATION

Component Identifier Number
Maximum Points

1-014-539
60

Educator's Certificate Area/Target Group:

Content

Driver Education/Traffic Safety

Generic

All Other Areas

General Objective:

To introduce instructors to the Highway Transportation System and its many teaching strategies that will develop driving knowledge related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of preparing curriculum content for a diversified society.

Specific Objectives:

Participants will be able to:

1. Identify the different job opportunities under the direction of the Highway Transportation System (D.O.T.).
2. Identify the various safety programs offered by the National Safety Council and the Highway Transportation System.
3. Describe the various resources available for use in the traffic safety programs.
4. Describe the history of traffic safety in the United States and its future trends.
5. Identify the natural laws and how they apply to traffic safety education.
6. Plan a lesson for safe travel from the east to west coast including map studies.
7. Identify the various service organizations available to the driver education participant.
8. Adapt a lesson plan to accommodate handicapped students with special needs.
9. Recognize culturally diverse interpretations to common curriculum concepts.
10. Describe the need for a wide range of exploratory experiences for driver education.
11. Design a driving range for a school and/or community school program.
12. Describe the importance of a driver education program as it relates to the automobile insurance industry.
13. Identify and discuss those factors that are relevant when purchasing an automobile.
14. Identify some of the medical reasons that would prohibit an individual from obtaining a driving license.
15. Demonstrate knowledge of the Division of Driver's License and its function to the driver education/traffic safety program.
16. Demonstrate knowledge of the Florida Department of Education D.A.T.E. program and its importance to the driver education/traffic safety program.
17. Demonstrate knowledge of the Florida Division of Motor Vehicles DELAP Program and its importance.
18. Identify and discuss some of the societal reasons that would keep an individual from maintaining a driver's license.
19. Identify procedures to follow when there is no standardized test to assess driving skills.

NOTE: Includes Classroom and Laboratory Activities.

Description of Activities:

1. Lecture and observations
2. Attendance at workshops and conferences designed for individuals working with driving education issues and concerns.

Evaluation:

Pre and post-assessments designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each participant must obtain a minimum 80 percent mastery level of objectives to successfully complete the component. Component evaluation will consist of instructors and participant assessment of how well component activities helped participant to master objectives.

It is expected that participants will demonstrate all of the competencies focused upon by the objectives of this component.

The evaluation of the participant's accomplishment of each of the component activity's specific objectives shall be accomplished by utilizing pre and post-testing or other validated measures to determine that the participant has successfully demonstrated increased competency on 80% of the specific objectives.

Participants and consultants will assess the degree to which specific objectives have been addressed by the component activities.

XII. PROGRAM MANAGEMENT FORMS

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
DRIVER EDUCATION/TRAFFIC SAFETY
APPLICATION FORM (Form A)**

NAME _____ SSN _____

SCHOOL _____ DISTRICT _____

I am planning to add Driver Education/Traffic Safety to my current Florida teaching certificate. I understand that I will need to complete the three courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program,

Please give a brief statement of your reason(s) in pursuing this endorsement.

Signature

Date

Position

**Please note:* Applicant must

1. Obtain signature of the District Professional Development Director on the application form.
2. Send a copy of the completed and signed form to the PAEC Professional Development Center, 753 West Blvd., Chipley, FL 32428.

**DRIVER EDUCATION/TRAFFIC SAFETY
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name _____

2. School _____ 3. District _____

4. Social Security No. _____ 5. DOE No. _____

The attached college transcripts are submitted as part of the Driver Education/Traffic Safety endorsement program. These courses meet the requirements of the following component(s) in the approved _____ county program for Drivers Education/Traffic Safety endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date

District Professional Development Director

**Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

XIII.
SCHOOL BOARD APPROVAL

Inservice Program
For Add-On Endorsement
In the Area of
DRIVER EDUCATION/TRAFFIC SAFETY

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131

Recommended to the _____ District School Board on _____, 20__

Superintendent

Approved by the _____ District School Board on _____, 20__

Chairman of the Board

XIV.
ADMINISTRATIVE RULE 6A-4.0131

Specialization Requirements for the **Endorsement in Driver Education--Academic Class**

- (1) A bachelor's or higher degree with certification in another subject, and
- (2) Nine (9) semester hours in driver education to include the areas specified below:
 - (a) Three (3) semester hours in basic driver education,
 - (b) Three (3) semester hours in advanced driver education, and
 - (c) Three (3) semester hours in administration and supervision of driver traffic safety education.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History--New 10-10-89.

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
English for Speakers of Other Languages
ESOL Endorsement
TO A FLORIDA EDUCATOR'S CERTIFICATE
Prepared by the
Panhandle Area Educational Consortium
2019



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

753 West Boulevard
Chipley, FL 32428
www.paec.org
850-638-6131
Toll free: 1-877-873-7232

The Panhandle Area Educational Consortium

ESOL Add-On Endorsement

I. PROGRAM TITLE

Panhandle Area Educational Consortium's Add-On Certification Program
English for Speakers of Other Languages (ESOL) Endorsement

II. PROGRAM RATIONALE AND PURPOSE

Florida school districts, including two of the largest in the nation, educate over 279,000 (2017-2018) English Language Learners (ELLs), with 230 different languages spoken among them. These demographics reflect a continued increase of ELLs throughout Florida. The Florida Department of Education's Bureau of Student Achievement through Language Acquisition (SALA) assists schools and districts, to ensure ELLs receive comprehensible instruction. In addition, the Bureau monitors schools and districts for compliance with state and federal rules, regulations, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

District Add-on Certification Programs for English for Speakers of Other Languages (ESOL) Endorsement must reflect the State Board of Education approved **FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT**; Rule [6A-4.02451](#).

The Panhandle Area Educational Consortium (PAEC) is composed of fourteen small and rural school districts in the northwest part of the state. Although these districts traditionally have fewer students who speak other languages, the number of students categorized as English Language Learners (ELLs) continues to increase. While significant progress has been made toward ensuring that teachers needing ESOL training have received appropriate professional development, the need to provide professional learning support is ongoing.

PAEC and its member districts offer a variety of ESOL-related professional learning solutions. These include face-to-face workshops, a blended combination of face-to-face workshops and online support components and fully online endorsement courses to provide professional learning opportunities that best meet the needs of teachers, administrators and guidance counselors. All options are delivered in an exemplary fashion to employ research-evidenced practices, proven effective with English Language Learners.

The PAEC and district-provided online ESOL options are designed so that participants have ongoing online interaction with the course facilitator. Through the PAEC electronic Professional Development Connections, (ePDC) online course system, facilitators and participants discuss course content, educator implementation of best practices, evaluation of impact and self-reflection. The course instructor/facilitator is the gatekeeper for quality control in every instance. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the instructor responds and requires elaboration or justification from the participant. It is through this

meaningful dialogue that learning is demonstrated, and quality is maintained for all online course participants.

When a participant in a PAEC-offered online ESOL course successfully completes the course requirements, the number of credit hours is posted to the participant's transcript, housed within the ePDC. Completion records and other reports, tailored to district needs, are available to appropriate district personnel at any time, upon request.

Note: Each district is the authorizing body for approval of individual ESOL courses for endorsement, certification, or to meet Categories I, II, III and IV professional development requirements.

Certification Requirements

Certification requirements for teachers of ESOL include general and professional preparation as specified in State Board Rule 6A-4.0244 *Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 10-10-89, Amended 10-30-90, 9-15-97, 4-21-09.* ESOL may be added to a standard coverage through the earning of college course credit, district add-on program using in-service points, or a combination of in-service and course work. The PAEC Add-on Program deals with in-service and/or the combination of in-service with college credit. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted using college coursework alone. Statutory Authority Reference: Florida Statutes, 1001.02, 1012.55, and 1012.56.

Purposes

The purposes of the PAEC ESOL Add-On Endorsement Program are:

1. to ensure that English Language Learners have appropriately qualified teachers;
2. to develop competencies of teachers, guidance counselors, and school administrators, enabling them to effectively meet the academic, social, and emotional needs of English Language Learners;
3. to assist educators in obtaining or renewing certification; and,
4. to provide high-quality professional learning opportunities that are flexible and respectful of time and resources.

Current teaching credentials of each teacher participating in this program will be evaluated on an individual basis by the district certification contact and/or professional development director to determine which portions of the program must be completed. The in-service components, represent research-evidenced best practices and are appropriate for any teacher seeking renewal of certification, providing the component has not been previously completed. ESOL in-service hours may also be banked for later use.

III. PROGRAM CONTENT/CURRICULUM

This professional learning program focuses on topics of study reflected in the DOE/META Agreement and State Board Rule 6A-4.0244-Specialization Requirements for Adding English for Speakers of Other Languages Endorsement to a Florida Educator's Certificate. The following Domains have been approved by the Florida Department of Education for ESOL Endorsement Programs:

- Domain 1: Culture (Cross-cultural Communications)
- Domain 2: Language and Literacy (Applied Linguistics)
- Domain 3: Methods of Teaching English to Speakers of Other Language (ESOL)
- Domain 4: ESOL Curriculum and Materials Development
- Domain 5: Assessment (ESOL Testing and Evaluation)

A. PROFESSIONAL EDUCATION STUDIES

The *Florida Teacher Standards for ESOL Endorsement* are organized around domains, standards within each domain, and performance indicators for each standard. A domain may be seen as an overarching category of study that identifies a broad conceptual area. For this document, each domain is considered synonymous with the use of the term 'area' as used in the Florida Consent Decree Section IV, A1(3). Each domain is defined by its standards which identify the core knowledge, skills, and dispositions that must be addressed within each domain. For each standard, the document lists a set of key performance indicators, which provide specific criteria for demonstrating mastery of the standards.

B. NATIONALLY RECOGNIZED GUIDELINES

The Florida Professional Development Standards for Endorsement of teachers providing basic ESOL instruction to English Language Learners (henceforth, the *Florida Teacher Standards for ESOL Endorsement*) drew significantly from the revised draft Standards for the Recognition of Initial Teacher Preparation in P-12 ESL Teacher Education developed by Teachers of English to Speakers of Other Languages Inc. (TESOL), (TESOL, 2008; henceforth TESOL Teacher Standards). These standards are available at <http://www.tesol.org/advance-the-field/standards/standards-for-adult-education/standards-for-esl-efl-teachers-of-adults-> (2008).

Competencies

Table 1

Domains and Standards Considered in Development of PAEC Add-On Endorsement

Domain	Standard
Domain 1: Cross-Cultural Communications	1.1 Culture as a Factor in ELLs' Learning
Domain 2: Applied Linguistics	2.1 Language as a System 2.2 Language Acquisition and Development 2.3 Second Language Literacy Development
Domain 3: Methods of Teaching English to Speakers of Other Languages	3.1 ESL/ESOL Research and History 3.2 Standards-Based ESL and Content Instruction 3.3 Effective Use of Resources and Technologies
Domain 4: ESOL Curriculum and Materials Development	4.1 Planning for Standards-Based Instruction of ELLs 4.2 Instructional Resources and Technology
Domain 5: Assessment (ESOL Testing and Evaluation)	5.1 Assessment Issues for ELLs 5.2 Language Proficiency Assessment 5.3 Classroom-Based Assessment for ELLs

IV. INSTRUCTIONAL DESIGN AND DELIVERY

Domains and standards taken into consideration for the development of the PAEC ESOL Add-On Endorsement Program are listed below.

A. INSTRUCTIONAL STRANDS

Domain 1: Culture (Cross-Cultural Communications)

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.

Domain 2: Language and Literacy (Applied Linguistics)

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.

Standard 2: Language Acquisition and Development

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

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.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Standard 2: Standards-Based ESL and Content Instruction

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3: Effective Use of Resources and Technologies

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Domain 4: ESOL Curriculum and Materials Development

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.

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Domain 5: Assessment (ESOL Testing and Evaluation)

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.

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 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.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- 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.

B. TRAINING COMPONENTS

ESOL ENDORSEMENT OPTIONS, CORRELATION OF INSTRUCTIONAL STRANDS, AND MAJOR TOPICS

While any certified teacher may opt to add on the ESOL Endorsement; Category I teachers (Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading, Developmental Language Arts or Reading to English Language Learners) are required to obtain the ESOL Endorsement/Certification. Options A – C provide an approved means to fulfill this requirement under the PAEC ESOL Add-On Program.

OPTION A

Participants, selecting this option, will complete each of the five, 60-hour professional learning courses listed below. Courses are available from PAEC (online, blended or face-to-face) or district-offered or approved options, for a total of 300 credit hours. See Table 2 for appropriate instructional strands and major topics.

ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL) (Course One)

ESOL: Applied Linguistics (Course Two)

ESOL: Testing and Evaluation of ESOL (Course Three)

ESOL: Curriculum and Materials Development (Course Four)

ESOL: Cross-Cultural Communications (Course Five)

****Note:** Participants are encouraged to complete *ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL)* first, followed by *ESOL: Applied Linguistics*. Although all courses may be taken in any order, the course numbers correspond to the suggested order.

Table 2
Option A Instructional Strands and Major Topics

Instructional Strands	Major Topics
Domain 1: Culture (Cross-Cultural Communications)	• Effect of culture in language learning and school achievement for ELLs from diverse backgrounds • Nature and role of culture • Nature and role of cultural groups • Nature and role of individual cultural identities
Domain 2: Language and Literacy (Applied Linguistics)	• Language as a system • Phonology • Morphology • Syntax • Semantics • Pragmatics • English acquisition to read, write and communicate orally in English • Research on second language acquisition and development • Components of literacy • Theories of second language literacy development
Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)	• History • Public Policy • Research and current practices in teaching ESL/ESOL • Teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing skills • Teaching language through academic content • Selection, adaptation, and use of standards-based materials, resources, and technologies
Domain 4: ESOL Curriculum and Materials Development	• Knowing, understanding, and applying concepts, research, best practices, and evidenced-based strategies for planning instruction • Supportive learning environment for ELLs • Planning multilevel classrooms for learners with diverse backgrounds using standards-based ESOL curriculum • Knowing, selecting, and adapting wide range of standards-based materials, resources, and technologies
Domain 5: Assessment (ESOL Testing and Evaluation)	• Understanding and applying knowledge of assessment issues that affect learning of ELLs from diverse backgrounds and varying levels of English proficiency ○ Cultural and linguistic bias ○ Testing in two languages ○ Sociopolitical and psychological factors ○ Special education testing and assessing giftedness

	○ Importance of standards ○ Formative vs. summative assessment ○ Difference between language proficiency and other assessment types • Accountability issues ○ Implications of standardized vs. performance-based assessments ○ Accommodations in formal testing • Use and interpretation of variety of language proficiency assessment instruments to meet district, state, and federal guidelines • Use of assessments to identify, place and demonstrate language growth of ELLs • Articulation of appropriateness of ELL assessments to appropriate stakeholders • Identifying, developing, and using various standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess learning

OPTION B

Some participants may choose to combine components from Option A with college credit. This is permissible, provided all performance standards, for each of the five domains, are met and the total number of ESOL in-service hours equals at least 300. Participants, electing to use college credit to fulfill a portion of the ESOL Endorsement requirements, must provide a college transcript and course description to the appropriate district-level personnel. It will be the responsibility of the appropriate district-level personnel to review the course description(s) and make the determination regarding whether the college credit will be counted toward the inservice requirement for the ESOL endorsement.

ESOL In-service or Coursework must include the following areas:

- Cross-Cultural Communications
- Applied Linguistics
- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Testing and Evaluation of ESOL

Note: See **Table 2** for appropriate instructional strands and major topics.

OPTION C

Some participants may choose to combine components from Option A, college credit, district-provided, and/or ESOL courses from district-approved providers. In addition, for teachers who earned ESOL inservice credit while teaching in a school district not covered under the PAEC Add-On ESOL Endorsement Plan (within or outside the State of Florida), the district will assume responsibility for completing a careful review of the course description and/or course requirements and determining whether the inservice meets the performance standards required in order to use the inservice credit toward the ESOL endorsement.

Elements addressed in option C are permissible, provided all performance standards for each of the five domains are met and the total number of ESOL in-service hours equals at least 300. An individual plan of study form must be developed and approved by appropriate district-level personnel for all participants who elect to pursue this option.

Note: See **Table 2** for appropriate instructional strands and major topics.

ADDITIONAL TRAINING OPTIONS

Category II Teachers

Category II teachers (Social Studies, Mathematics, Science and Computer Literacy) may fulfill their ESOL in-service requirements by successfully completing 60 hours of approved ESOL professional development or three-semester credit hours of college coursework, aligned to the FLDOE-approved ESOL domains and standards.

Note: The recommended PAEC professional learning option for Category II teachers is *ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL)* delivered via face-to-face, blended, or online. See the corresponding instructional strands under Option A, **Table 2**.

Category III Teachers

Category III teachers (subject areas, not included in Categories I and II) may fulfill their ESOL in-service requirements by successfully completing 18 hours of ESOL professional development or three-semester credit hours of college coursework aligned to the FLDOE-approved ESOL domains and standards. See the corresponding instructional strands and major topics under **Table 3**.

Note: The recommended PAEC online course for this category of teachers is *ESOL for Category III Teachers*.

Table 3
Category III Instructional Strands and Major Topics

Instructional Strands	Major Topics
Methods of Teaching ESOL	Demographics and Legal Requirements
Applied Linguistics	Language Learning
Cross-Cultural Communications	Culture
ESOL Curriculum and Materials Development	Effective Principles and Strategies
Testing and Evaluation of ESOL	Assessing ESOL Students

Category IV Personnel

Category IV personnel (school administrators and guidance counselors) may fulfill their ESOL professional learning requirements by successfully completing 60 hours of ESOL professional development or three semester credit hours of college coursework that addresses the FLDOE approved ESOL competencies for their respective areas. See **Table 4** for corresponding instructional strands and major topics for guidance counselors and **Table 5** for school administrators.

Note: PAEC offers the 60-hour online courses, *ESOL for School Administrators* and *ESOL for Guidance Counselors* to meet these professional learning needs. Additionally, each of these may be offered in a face-to-face or blended format upon request and pending sufficient enrollment.

Table 4***Category IV - Guidance Counselor - Instructional Strands and Major Topics***

Instructional Strands	Major Topics
Cross-Cultural Communications	Cultural Awareness
Applied Linguistics	Language Acquisition and Learning
Methods of Teaching English to Speakers of Other Languages (ESOL)	Literacy Development Demographics and Legal Requirements
Testing and Evaluation of ESOL Students	Assessment
All Strands	Academic Advisement
Instructional Strands	Case Study of ELL

Table 5***Category IV - School Administrator - Instructional Strands and Major Topics***

Instructional Strands	Major Topics
Methods of Teaching English to Speakers of Other Languages (ESOL)	Demographics and Legal Requirements
Applied Linguistics	Academic Competence, Part A Language Learning Literacy Development
ESOL Curriculum and Materials Development	Academic Competence, Part B
Cross-Cultural Communications	Culture, Part A Culture, Part B
Testing and Evaluation of ESOL Students	Assessment Assessing ESOL Students

B. TRAINING COMPONENTS

OPTION A

MASTER INSERVICE PLAN COMPONENT

Component Title: Cross-Cultural Communications (Course Five)

Identifier Numbers:

District-Provided: 2-705-422

PAEC-Provided: 2-705-522

Maximum Points: 60

General Objectives:

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.

Specific Objectives:

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.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. 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.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

MASTER INSERVICE PLAN COMPONENT

Component Title: Applied Linguistics (Course Two)

Identifier Numbers:

District-Provided: 1-702-421

PAEC-Provided: 1-702-521

Maximum Points: 60

General Objectives:

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.

Specific Objectives:

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.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. 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.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

MASTER INSERVICE PLAN COMPONENT

Component Title: Methods of Teaching English to Speakers of Other Languages (ESOL) (Course One)

Identifier Numbers:

District-Provided: 1-700-420

PAEC-Provided: 1-700-520

Maximum Points: 60

General Objectives:

Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ESOL students' access to the core curriculum by teaching language through academic content.

Specific Objectives:

Standard 1: ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Performance Indicators

- 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

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Performance Indicators

- 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 English 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 material.
- 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

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Performance Indicators

- 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.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. 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.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development (Course Four)

Identifier Numbers:

District-Provided: 1-703-424

PAEC-Provided: 1-703-524

Maximum Points: 60

General Objectives:

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.

Specific Objectives:

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.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. 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.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Testing and Evaluation (Course Three)

Identifier Numbers:

District-Provided: 1-701-423

PAEC-Provided: 1-701-523

Maximum Points: 60

General Objectives:

Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

Specific Objectives:

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 purposes 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 for 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 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

- 5.2. 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 Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- 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.
- 5.3. c. 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. e. Assist ELLs in developing necessary test-taking skills.
- 5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. 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.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

C. MATRIX

The ESOL Add-On Endorsement matrix is a visual presentation of the components, in terms of how the competencies are addressed and what methods are used to demonstrate the competencies. All competencies identified in Section III must be included in the components and must be successfully demonstrated by professional learning participants prior to the district certifying program completion. **Table 6** indicates the component(s)/courses(s) and the component specific objective(s) or expected learner outcomes that address each competency identified in Section III and the method used to verify the competency demonstration.

Table 6

ESOL Endorsement Standards, Components, Performance Indicators and Evaluation Methods

ESOL Teacher Standard	Component Title and Number	Performance Indicators	Evaluation Method
Domain 1 Standard 1 Culture as a Factor in ELLs' Learning	Cross-Cultural Communications 1-705-422 1-705-522	1.1. a. - 1.1. f.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 2 Standard 1 Language as a System	Applied Linguistics 2-702-421 2-702-521	2.1. a. - 2.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 2 Standard 2 Language Acquisition and Development	Applied Linguistics 2-702-421 2-702-521	2.2. a. - 2.2. d.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 2 Standard 3 Second Language Literacy Development	Applied Linguistics 2-702-421 2-702-521	2.3. a. - 2.3. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 3 Standard 1 ESL/ESOL Research and History	Methods of Teaching ESOL 2-700-420 2-700-520	3.1. a. - 3.1. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure

Domain 3 Standard 2 Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 2-700-420 2-700-520	3.2. a. - 3.2. k.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 3 Standard 3 Effective Use of Resources and Technologies	Methods of Teaching ESOL 2-700-420 2-700-520	3.3. a. - 3.3. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 4 Standard 1 Planning for Standards- Based Instruction of ELLs	ESOL Curriculum and Materials Development 2-703-424 2-703-525	4.1. a. - 4.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 4 Standard 2 Instructional Resources and Technology	ESOL Curriculum and Materials Development 2-703-424 2-703-525	4.2. a. - 4.2. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 5 Standard 1 Assessment Issues for ELLs	ESOL Testing and Evaluation 2-701-423 2-701-523	5.1. a. - 5.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 5 Standard 2 Language Proficiency Assessment	ESOL Testing and Evaluation 2-701-423 2-701-523	5.2. a. - 5.2. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 5 Standard 3 Classroom-Based Assessment for ELLs	ESOL Testing and Evaluation 2-701-423 2-701-523	5.3. a. - 5.3. f.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure

ADDITIONAL TRAINING OPTIONS

ESOL for Category III Teachers

COMPONENT IDENTIFIER NUMBER:

District-Provided: 2-704-428

PAEC-Provided: 2-704-528

Number of Points: 18

General Objective:

The Panhandle Area Education Consortium's 18-hour ESOL for Category III Teachers on-line course is designed to meet the requirements of the Florida Consent Decree for Category III teachers. The purpose of the online course is to provide these teachers with knowledge about ESOL (English for Speakers of Other Languages) students and instructional strategies and approaches teachers may use to assist ESOL students in understanding the curriculum and meeting Florida's state-adopted educational standards.

Specific Objectives:

1. Analyze and adapt instruction to be comprehensible to ESOL students
2. Facilitate ESOL student adjustment to a new culture
3. Interpret ESOL student behavior from a cultural perspective
4. Understand the principles of second language acquisition and how they can be used in the classroom to facilitate language development
5. Adapt traditional assessments
6. Explore issues that affect the validity of classroom assessment
7. Develop guidelines for grading ESOL students
8. Utilize alternate strategies to assist ELLs.
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with increased assistance for ELLs.
11. Assess ELLs appropriately so that assessments measure what they are intended to measure.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. 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.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

COMPONENT TITLE: ESOL for Guidance Counselors

COMPONENT IDENTIFIER NUMBER:

District-Provided: 2-704-425

PAEC-Provided: 2-704-525

Number of Points: 60

General Objective:

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* On-line course is to meet the modified Florida Consent Decree requirements for guidance counselors. To meet this goal, the participant will develop and implement a case study of an English Language Learner, including strategies to address academic needs. The case study must contain evidence to support mastery of the Standards and Competencies.

Specific Objectives:

1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations. ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the ELL Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELLs and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.
7. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
8. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.

9. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.
11. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.
12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes,

including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.

22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. 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.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

Table 7***Matrix Correlating Competency Demonstration to ESOL for Guidance Counselors Course Modules***

Standard A: The Guidance Counselor shall possess and demonstrate effective counseling skills which focus on understanding and promoting development and achievement of English Language Learners. Given the counselor's role as the academic advisement leader, the participant will:	
Competency	Competency Demonstration in Module
1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist English Language Learners and their families.	Two: Cultural Awareness Seven: Brief on Jose Luis
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.	Three: Language Acquisition and Learning Seven: Brief on Jose Luis
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.	Two: Cultural Awareness Seven: Brief on Jose Luis
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations.	One: Demographics and Legal Requirements
5. Demonstrate ability to improve and extend services to ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.	Five: Assessment
6. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the ELL Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.	One: Demographics and Legal Requirements Five: Assessment
7. Demonstrate ability to advocate for the educational needs of ELLs and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.	Three: Language Acquisition and Learning Five: Assessment Seven: Brief on Jose Luis

8. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support them in responding to the academic development, and guidance and counseling needs of ELLs.	One: Demographics and Legal Requirements Two: Cultural Awareness Three: Language Acquisition and Learning Four: Literacy Development
Standard B: The Guidance Counselor shall demonstrate the ability to counsel English Language Learners in the fulfillment of their academic potential by recognizing and appreciating cultural differences, and the unique instructional needs of ELLs. Given the counselor's role as the academic advisement leader, the participant will:	
Competency	Competency Demonstration in Module
1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.	One: Demographics and Legal Requirements Two: Cultural Awareness
2. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.	Five: Assessment Six: Academic Advisement
3. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.	Five: Assessment Six: Academic Advisement
4. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ability to identify linguistic and cultural bias.	Five: Assessment
5. Demonstrate the ability to acquaint ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.	Five: Assessment

Standard C: The Guidance Counselor shall demonstrate the ability to develop, collect, analyze, and interpret data and information to effective positive change in delivering of counseling services to English Language Learners. Given the counselor's role as the academic advisement leader, the participant will:

Competency	Competency Demonstration in Module
1. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; & state-wide assessments of academic content.	Three: Language Acquisition and Learning Four: Literacy Development Five: Assessment
2. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.	Four: Literacy Development Five: Assessment
3. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper and equitable credit accrual, and appropriate grade/course placement of ELLs.	Seven: Brief on Jose Luis
4. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.	Five: Assessment
5. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.	Three: Language Acquisition and Learning
6. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.	Three: Language Acquisition and Learning
7. Demonstrate the ability to communicate with ELLs, their families, & the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.	Five: Assessment

Standard D: The Guidance Counselor shall demonstrate the ability to integrate post-secondary and career development guidance and counseling in the fulfillment of English Language Learners' academic success. Given the counselor's role as the academic advisement leader, the participant will:	
Competency	Competency Demonstration in Module
1. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high school; from high school to postsecondary or career/vocational programs; & assist ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.	Six: Academic Advisement
2. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their postsecondary desires.	Six: Academic Advisement
3. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.	Six: Academic Advisement
4. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the postsecondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.	Six: Academic Advisement
5. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.	Six: Academic Advisement
6. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.	Six: Academic Advisement
Method of Competency Demonstration For All Standards A-C	80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement

COMPONENT TITLE: ESOL FOR SCHOOL ADMINISTRATORS, K-12

COMPONENT IDENTIFIER NUMBER:

District-Provided: 2-704-400

PAEC-Provided: 2-704-500

Number of Points: 60

General Objective:

The purpose of the ESOL for School Administrators - Online Course is to meet the 60-hour professional development requirement of the Modified Florida Consent Decree for school administrators as well as to address the Florida Department of Education ESOL objectives for administrators. Participants will identify the administrator's role and responsibility as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting Florida's state-adopted educational standards and ESSA requirements; and apply new knowledge and strategies.

Specific Objectives:

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and policies that may potentially impact ELLs and their families. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
9. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.

10. Demonstrate knowledge of the legal requirements of a student's ELL plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.
14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.
17. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for Speakers of Other Languages program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English Language Learners, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. 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.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

Table 8***Matrix Correlating Competency Demonstration to ESOL for Administrators Course Modules***

Standard A: Establish a system that is welcoming and accessible to all English Language Learners and their families, as well as in compliance with federal and state regulations and the Consent Decree.

Competency	Competency Demonstration in Module
1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.	Module 1: Demographics and Legal Requirements
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.	Module 4: Culture, Part A Module 8: Culture, Part B
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.	Module 4: Culture, Part A Module 6: Literacy Development Module 8: Culture, Part B
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.	Module 2: Academic Competence, Part A Module 3: Language Learning
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).	Module 1: Demographics and Legal Requirements
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.	Module 1: Demographics and Legal Requirements
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.	Module 1: Demographics and Legal Requirements
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and ELLs and their families.	Module 1: Demographics and Legal Requirements

Standard B: Establish a system in which the school site appropriately identifies the needs of ELLs; ensures their proper placement; and accurately assesses the progress of English language acquisition and academic achievement of every ELL in the school.

Competency	Competency Demonstration in Module
1. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.	Module 1: Demographics and Legal Requirements Module 3: Language Learning
2. Demonstrate knowledge of the legal requirements of a student's ELL plan.	Module 1: Demographics and Legal Requirements
3. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.	Module 6: Literacy Development
4. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.	Module 3: Language Learning
5. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.	Module 7: Assessing ESOL Students
6. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.	Module 6: Literacy Development Module 7: Assessing ESOL Students
7. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.	Module 7: Assessing ESOL Students
8. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.	Module 1: Demographics and Legal Requirements
9. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.	Module 7: Assessing ESOL Students

Standard C: Establish and monitor school site and staff procedures to ensure that LEP students enjoy equal access to available programs and comprehensible instruction.

Competency	Competency Demonstration in Module
1. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL has been exited from the English for	Module 1: Demographics and Legal Requirements

Speakers of Other Languages program	
2. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.	Module 2: Academic Competence, Part A Module 3: Language Learning Module 5: Academic Competence, Part B Module 6: Literacy Development
3. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.	Module 3: Language Learning Module 5: Academic Competence, Part B Module 6: Literacy Development
4. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.	Module 6: Literacy Development
Standard D: Properly evaluate student progress, and be able to identify and implement system improvements.	
Competency	Competency Demonstration in Module
1. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.	Module 3: Language Learning
2. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English Language Learners, and its impact to the school site's programmatic decisions.	Module 1: Demographics and Legal Requirements Module 7: Assessing ESOL Students
3. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.	Module 2: Academic Competence, Part A Module 5: Academic Competence, Part B
4. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.	Module 2: Academic Competence, Part A Module 5: Academic Competence, Part B
Method of Competency Demonstration For All Standards A-D	80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement

D. Instructors

Instructors selected for program options covered under the PAEC ESOL Add-On Endorsement will be given priority based on the credentials and experience listed below:

1. a master's degree in TESOL, ESOL, applied linguistics, bilingual education or allied language field, and successful experience with English Language Learners in the K-12 school system; knowledge of, and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
2. the five ESOL endorsement courses or ESOL certification and successful experience with ELLs in the K-12 school system; knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
3. a master's degree in ESOL or applied linguistics and knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
4. a master's degree in an educational field other than language-related and successful experience in language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.
5. minimum of five years of successful experience with ELLs in the K-12 school system, and knowledge of and experience in research-evidenced and content-based ESOL instruction and/or language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.

V. COMPLETION REQUIREMENTS

A. Program Completion

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator's Certificate must earn a minimum of three-hundred (300) inservice points by successfully completing the prescribed set of inservice components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. Competency demonstration of the performance indicators outlined in **Table 6** will be done through a variety of methods that may include successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other method of measure acceptable to the course instructor/facilitator.

Satisfactory completion of individual components for add-on purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies and products within that component of the approved add-on program.
2. Verification of successful demonstration of all applicable competencies within a component of another district's ESOL add-on program shall be conducted by personnel from the district's professional development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,

3. Successful completion with a grade of “B” or better, of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through a review of the course catalog description and course materials. This review shall be conducted by authorized personnel from the district’s professional development office. PAEC ESOL personnel will also provide technical assistance with interpretation upon request; however, final authority for approval is the district professional development and/or ESOL director.

B. Competency Demonstration

Candidates must satisfy all of the add-on program requirements for the option approved by appropriate district personnel, including demonstration of knowledge in each of the competencies which are required for the endorsement.

Procedures for evaluation of competency attainment within components will vary with the nature of the competency (see **Table 6**). Valid means of measurement shall include, but not be limited to the following:

- Demonstration of the competencies required for the certification coverage/endorsement
- Written test
- Completed projects or products
- Compilation of electronic portfolio
- Portfolio assessment
- Case study
- Other method of measure acceptable to the instructor/facilitator
- Satisfactory completion of individual assignments and activities
- Satisfactory responses to questions posed by the facilitator

C. COMPETENCY VERIFICATION

In rare instances, a district may choose to allow participants to verify competencies in lieu of taking some of the required training. If this occurs, the district must develop a competency verification system that includes the following parts:

- Competencies - general statements of what teachers are expected to be able to do, because of specific training; or prior training, practice, and experience.
- Assessment Criteria - measurable indicators related to identified competencies.
- Appropriate Data Collection Instruments and Procedures - methods for collecting sufficient evidence of the teacher's ability to demonstrate the unique set of competencies and obtain a passing score on appropriate state assessment for coverage add-ons.
- Well-Defined Implementation Policies and Procedures - written documents designed to ensure fair and consistent application of the competency verification system, including specification of who, when, how, and under what conditions the verification is done.

VI. PROGRAM EVALUATION

The process for evaluating the efficacy of the ESOL Add-On Endorsement online courses, as outlined in this document, is described in the subsequent sections.

Effect of In-service Education

Those who complete the ESOL Add-On Endorsement courses are typically classroom teachers who interact regularly with students who are English Language Learners (ELL). The effect of the inservice education and training in the educational setting (Rule 6A-5.071(4) (e) 3, F.A.C. will be determined as described in *Florida's Professional Development System Evaluation Protocol (2010-2014)*. As stated in Standard 1.4.4, the educator will use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, and/or portfolios of student work to assess the impact of professional learning. Additionally, as described in Standard 1.4.5, the educator will use the results of the Independent Professional Development Plan evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals, as needed, based on student performance results and documented teaching practice.

All of the PAEC online ESOL courses may be considered to be electronic portfolios, through which participants' classroom implementation of appropriate ESOL strategies and techniques, reflections and evaluation of efficacy may be tracked and monitored. Districts, covered by this Add-On Endorsement Plan identify teachers' professional development needs, based on data of the students they teach. Each district's teacher evaluation system is then used to determine whether the teacher achieves the stated professional development goals and the impact of the professional development as based on student performance and documented teaching practice.

Evaluation of Implementation – Competency Acquisition

The effectiveness of the program in its attempt to allow participants to acquire the competencies is determined by feedback from program participants. Completion of the feedback survey, Figure 1, as shown, is required before course credit is awarded.

Figure 1. *Evaluation of Professional Development Activity*

Panhandle Area Educational Consortium Professional Learning Design Survey

Directions: Please indicate your level of agreement with the statements below regarding the professional learning content, format, and delivery methods.
 CS-Strongly Agree [4-Agree] [3-Somewhat Agree] [2-Disagree] [1-Strongly Disagree]

The professional learning content:				
5	4	3	2	
☐	☐	☐	☐	Was research- and/or evidence-based and the connection to the research/evidence was clearly identified by the facilitator/presenter.
☐	☐	☐	☐	Was focused primarily on developing course-related content knowledge, content-specific instructional strategies, and/or instructional strategies in one or more of the content areas specified in state law (s.1012.98(4)(b)(3)F.S.
☐	☐	☐	☐	Was related directly to student achievement needs
☐	☐	☐	☐	Was sufficient to give me confidence to implement what I learned.

The professional learning strategies:				
5	4	3	2	
☐	☐	☐	☐	Were designed to engage the audience.
☐	☐	☐	☐	Were aligned with the intended goals and objectives I was expected to learn.
☐	☐	☐	☐	Were appropriate for the delivery method.
☐	☐	☐	☐	Provided adequate opportunity for practice of the skills or learning.
☐	☐	☐	☐	Provided opportunities for the facilitator/presenter to provide feedback regarding performance or skills.
☐	☐	☐	☐	Were the same, or very similar, to those I am expected to use with my students.
☐	☐	☐	☐	Technology, appropriate to the content and skills being taught, was used.

The professional learning activity:				
5	4	3	2	
☐	☐	☐	☐	Was sufficient in the amount of time spent learning for me to feel confident implementing what I learned.
☐	☐	☐	☐	Was rigorous enough for me to feel confident implementing what I learned.

Professional learning resources:				
5	4	3	2	
☐	☐	☐	☐	Resources provided were sufficient in quantity.
☐	☐	☐	☐	Resources provided were sufficient in quality.
☐	☐	☐	☐	Contact information for the presenter/facilitator or another knowledgeable individual in the content, skills, or strategies was made available should I have questions.

Program Management, Operation, and Delivery

In order to evaluate the efficiency of the management, operation and delivery of this add-on endorsement, as well as its ability to meet the needs of the district and participants, PAEC will place as a permanent agenda item this discussion for all Professional Development Advisory Council meetings. PAEC is owned by its fourteen-member districts, and one of the consortium's responsibilities is to meet regularly with the curriculum coordinators and professional development directors. PAEC will assume responsibility for recording the minutes of these meetings and retain information related to discussion of the ESOL add-on Endorsement that takes place at each meeting during the period that this endorsement is in effect.

Review of Programmatic Data

Data from the evaluation instrument shown in Figure 1, as well as information about the number of teachers completing and currently enrolled in the program will be provided upon request.

ESOL-related items to be discussed by the Professional Development Advisory Council include:
How is the current add-on endorsement meeting the needs of your district?
How is the current add-on endorsement meeting the needs of your teachers and students?

While the evaluation instrument shown in Figure 1 provides some data regarding the carry-over effects of inservice education and training into the educational setting, (Rule 6A-5.071(7), F.A.C.), administrators at each school/district will also make determinations of the effectiveness of the PAEC ESOL Add-On Endorsement professional learning offerings based on the district's teacher evaluation system. Information regarding specific programmatic needs, if indicated, will be reported to the district's representative on the PAEC Professional Development Advisory Council. Curriculum coordinators and professional development directors will assume responsibility for determining the ESOL-related professional learning needs of educators in their respective district and make recommendations to PAEC, regarding programmatic adjustments, as specific needs are identified.

NOTE: A summary report of actual numbers regarding course participation and completion, as well as course evaluations will be made available upon request.

VII. MANAGEMENT

Overall management of this add-on program is the responsibility of each district's assigned staff development/add-on program coordinator or designee. This individual will be responsible for ensuring professional learning opportunities, related to ESOL, are included in the District's Professional Learning System and for program oversight to ensure compliance with State Standards for operation of add-on certification programs. This responsibility will be carried out in coordination with appropriate district certification personnel, ESOL administrative and supervisory personnel, and program instructors.

The Panhandle Area Education Consortium will be responsible for:

- Notifying districts when an applicant has successfully completed a component of the add-on program
- Updating and reviewing course content (face-to-face, blended, and workshop)
- Advertising the availability of the courses to the individual districts
- Providing qualified instructors/facilitators (see part IV, Instructors)

A. CANDIDATE APPLICATION AND ADMISSION

Candidates are expected to receive approval prior to pursuing the Add-On-Program through the office of their district professional development director. It is the responsibility of the professional development office to review the participant's information to ensure the applicant currently holds a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher in any ESOL Category I area as identified by FDOE. Any district educator is eligible and encouraged to enroll in the program.

The district professional development director or designee will advise the candidate and may use the PAEC-provided forms named below as a means of providing programmatic guidance and tracking educator participation.

PAEC-Provided Forms:

- A. Panhandle Area Educational Consortium ESOL Individual Plan of Study
- B. Panhandle Area Educational Consortium Online Application Form (if PAEC-provided online courses are used)

Participation in professional learning for earning an add-on endorsement is limited to individuals who hold a valid Florida Temporary or Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher degree in an academic area.

Any applicant who begins the program based on a temporary certificate must complete the requirements for a professional certificate prior to the district's verification of program completion.

Admission to the program will be given to individuals currently teaching who meet one or more of the criteria listed below:

- currently assigned out-of-field in ESOL, assigned to teach English/language arts or intensive reading in a school where ESOL students are currently enrolled and are likely to be assigned as their English/language arts or intensive reading instructor in the future;
- assigned to teach English/language arts or intensive reading in a school where ESOL students could be in attendance and could be assigned as their English/language arts instructor in the future;
- seeking renewal of certification; or,
- seeking further professional learning opportunities to better meet the needs of students who are English Language Learners and students in general.

Individuals participating in this program will have access to their professional learning transcript through the ePDC which is used to track educator's professional learning and serves as official documentation of successful course completion. This transcript is also accessible to appropriate consortium personnel and the district Professional development directors of PAEC member districts.

B. ADVISEMENT

As part of the application process, applicants may be advised of the following:

- Requirements for continued employment in an out-of-field status;
- Requirements for adding the ESOL endorsement to the existing certificate (appropriate area of certification, specific courses and timelines required for completion of the add-on program, etc.);
- Availability of university or college courses to meet the requirements of the add-on program;
- The requirement that, for individuals holding a temporary certificate, valid Florida Professional Educator's Certificate must be obtained prior to completion of this program; and/or,
- Continuing advisement will be provided by the appropriate district office and PAEC ESOL contacts on matters related to certification, add-on offerings, and progress toward completion of program requirements.

C. ATTENDANCE

PAEC-provided online ESOL courses are self-paced and completion is not based on attendance. Instead, participants interact with course content and compile an electronic portfolio of responses to assignments, products, and reflections based on classroom implementation. All contents of the electronic portfolio are reviewed and must meet approval of the course facilitator before course credit is granted. For face-to-face workshops, attendance is mandatory unless the absence is excused by the instructor for serious or extreme emergencies. Excused absences and missed assignments must be satisfied through a "make-up" schedule approved by the instructor(s).

For PAEC-provided ESOL courses (online, face-to-face, blended), completion of individual components of the add-on program will be reported to the district professional development office and to the participant through the electronic Professional Development Connections. It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel.

D. TRANSFER AND UTILIZATION OF CREDIT

Professional development records for each participant are maintained in the form of an electronic transcript in the ePDC of the Panhandle Area Educational Consortium. Each district's Professional Development Director has access to the electronic transcripts of teachers in his/her district and

verification for certification endorsement or for conversion from college credit will be issued from that office, in consultation with the district Certification Office.

Credit earned in college courses (see Options B and C) from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to in-service points with each semester credit hour equivalent to 20 in-service points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer.

In-service credit earned for ESOL courses while employed in another district or prior to the district's adoption of this add-on program may be applied to the add-on program, provided the component is of equivalent or higher content rigor. Participants must request an official In-service Transfer Record from the previous employer. The Professional Development Director of the district, in which the participant is employed, will determine the appropriateness of completed components and will transfer applicable credit.

E. CERTIFICATION OF COMPLETION

For those utilizing Option A, when the student transcript in the electronic Professional Development Connections indicates successful completion of all add-on endorsement requirements, the district staff development office will prepare the District Verification Form for Completion of an Approved Add-On Program (CT-115) and submit it to the Florida Department of Education.

For those utilizing Option B, upon completion of all program requirement each participant must submit the following to the district professional development office:

- A completed Request for Verification of Completion form
- The approved and completed Individual Plan of Study form

Upon completion of all program requirements, each participant must submit the following to the district professional development office if Option B or C is utilized:

- A completed Request for Verification of Completion form
- The approved and completed Individual Plan of Study form
- Official university transcript for all completed university courses as specified in Options B and C, if applicable

VIII. SCHOOL BOARD APPROVAL

In order for the ESOL Add-On Endorsement Program to receive state approval, it must include a statement signed by the district superintendent or his/her designee from each participating member

district stating that it has been approved locally and requesting the continued approval of the ESOL Add-On Endorsement Program

**Panhandle Area Educational Consortium Online Course Participation Form
ESOL Courses**

Name of Online Student: _____

District: _____ **School:** _____

Please check a course from the following list:

- ☐ ESOL: Methods of Teaching ESOL – Course One (60 hours)
- ☐ ESOL: Applied Linguistics – Course Two (60 hours)
- ☐ ESOL: Testing and Evaluation of ESOL – Course Three (60 hours)
- ☐ ESOL: Curriculum and Materials Development – Course Four (60 hours)
- ☐ ESOL: Cross Cultural Communication and Understanding – Course Five (60 hours)
- ☐ ESOL: ESOL for School Administrators (60 hours)
- ☐ ESOL: ESOL for Guidance Counselors (60 hours)
- ☐ ESOL: ESOL for Category III Teachers (18 hours)

I understand I have one year from the registration date to complete the ESOL course.

If I do not complete the assignments within the one-year timeframe, I forfeit the course fee and the coursework.

Student Signature

Date

The student named above is registering for the identified ESOL course with my full knowledge.

District ESOL Coordinator/Professional Development Director

Date

If paying by check or cash, please send this completed form, along with payment to: Attention: Accounts Payable - PDC Panhandle Area Educational Consortium 753 West Blvd., Chipley, FL 32428	If paying by credit card, please fax a copy of this form to: Attention: PDC 850-68-6109



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

Panhandle Area Educational Consortium ESOL Individual Plan of Study

Participant Name: _____

District: _____ School: _____

Home/Mailing Address: _____

City: _____ State: _____ Zip: _____

Work telephone: _____ Home telephone: _____

Have you been assigned to teach English/Language Arts to an ESOL student? Yes ___ No ___
If yes, in what school year were you first given this assignment? _____

Current Teaching Assignment: _____

Currently assigned Out-of-Field? Yes ___ No ___

Certification Area(s): _____

Florida Professional Educator's Certification Number: _____

Part A: Check Appropriate Box:

___ Category I	___ Category II	___ Category III
Primary Language Arts/ English, Developmental Language Arts, Intensive Reading, Reading	Social Studies, Mathematics, Science, Computer Literacy PAEC Recommended Course: <i>ESOL: Methods of Teaching ESOL</i>	All other subjects not included in Categories I or II PAEC Recommended Course: <i>ESOL for Category III Teachers Online Course, K-12</i>
Proceed to Parts B and C	Proceed to Part C	Proceed to Part C

Part B: ESOL Add-On Endorsement Plan for Category I Teachers

Maintain a copy of this the district Professional Development Office.

Required Components	PAEC Online Courses	Completion Date	In-Service Points	Courses (other than PAEC online courses)	Completion Date	In-Service Points
Methods of Teaching ESOL	<i>ESOL: Methods of Teaching ESOL</i>					
Applied Linguistics	<i>ESOL: Applied Linguistics</i>					
Cross Cultural Communication and Understanding	<i>ESOL: Cross Cultural Communication and Understanding</i>					
Curriculum Materials and Development	<i>ESOL: Curriculum Materials and Development</i>					
Testing and Evaluation	<i>ESOL: Testing and Evaluation</i>					
TOTAL In-service Points Completed						

Required Total Components: 5

Required Total In-service Points: 300

NOTE: Indicate acceptable transfer credit from institution of higher education and inservice participation by placing course/component name and number, inservice points, and completion date in the appropriate blanks. Attach copies of documentation, e.g., official transcript or In-service Transfer Record.

Part C: Signatures

I **understand** that, to obtain an add-on endorsement in ESOL I must:

- Hold a valid Florida Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher and
- Successfully complete the approved add-on program outlined in the Individual Plan of Study.

I **have been counseled** and understand the following:

- Requirements for ESOL Professional Learning based on current teaching assignment.
- Requirements for adding an endorsement to an existing certificate.
- Availability of university or college courses that meet certification requirements.

I understand that the district will maintain documentation of my performance and completion. The district will provide, upon request, continuing advisement on matters related to this program

Applicant Signature	Date
Principal	Date
Professional Development Director	Date

Verification of Completion of ESOL Endorsement Program

Participant Name: _____

Date of admission to ESOL Endorsement Program: _____

REQUEST FOR VERIFICATION OF COMPLETION

I request that the district verify my completion of the program for Add-On Endorsement in ESOL.

Attached are: (Place a check by each item attached. Write N/A by items not applicable)

_____ Completed Individual Plan of Study

_____ In-service Transfer Record for components completed as part of an Approved Add-on Program (This refers to any relevant components approved and completed prior to employment in current district.)

_____ Official university transcripts for all completed college/university courses relevant to this program

Signature of Candidate

Date

DISTRICT VERIFICATION OF COMPLETION

This candidate has successfully completed the Plan of Study outlined on the attached Individual Plan of Study form for the ESOL Add-On Endorsement.

Signature of Professional Development Director

Date

Notes/Comments (optional)

Copy: participant, principal, staff development office
CT-115

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
Florida Gifted
TO A FLORIDA EDUCATOR'S CERTIFICATE
Prepared by the
Panhandle Area Educational Consortium
2019



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

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850-638-6131
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Gifted Add-On Endorsement

I. Title

In-service Program for Adding an Endorsement in Florida Gifted

II. Program and Rationale and Purpose

The Gifted Endorsement is designed to increase the level of knowledge, expertise, and understanding of educators working with students who are gifted. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues associated with students who are gifted. It is designed to foster an understanding of historical state and national trends, policies, and guidelines in order to ensure implementation of appropriate academic curriculum, differentiation strategies, educational intervention, and support for this diverse population.

III. Curriculum

Competencies

The specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, F.A.C.; Specialization Requirements for the Gifted Endorsement-Academic Class. In addition, the Council for Exceptional Children (CEC) and the National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the final development of the competencies.

Competency 1.0: Participants will demonstrate an awareness of the following:

- The historical foundation of gifted education
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents
- The process of screening and identifying students who are gifted
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted
- The essential role of collaboration to support students who are gifted and teachers

Competency 2.0: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

- 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.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Competency 3.0: Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1, 2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Competency 4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness,

understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1-4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1-7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

Competency 5.0: Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity
- Self-reflection and strategies to enhance personal creativity
- Ideas and strategies for teaching students to develop and use their creativity

Specialization

6A-4.01791 Specialization Requirements for the Gifted Endorsement--Academic Class Beginning July 1, 1992. (Florida Statute):

(1) A bachelor's or higher degree with certification in an academic class coverage, and

(2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:

- (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
- (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
- (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
- (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

(3) This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 7-1-92.

Nationally Recognized Guidelines

To address the broad disparity in teacher training for teachers of gifted children, the NAGC, the Council for Exceptional Children (CEC), and its division, The Association for the Gifted (TAG), have recently completed a three-year collaborative project to develop a set of research-based standards for educators: The Teacher Knowledge and Skill Standards for Gifted and Talented. In developing the standards, the organizations worked closely with the Interstate New Teacher and Assessment and Support Consortium (INTASC), a division of the National Council for Accreditation of Teacher Education (NCATE), that provides a national forum to set and meet standards for teacher licensure and professional development. Closely aligned with INTASC's ten Model Standards for Teacher Licensure, the Teacher Knowledge and Skill Standards for Gifted and Talented were created to assist state departments of public instruction in developing standards for teachers of gifted children, grades K-12, and to provide college and universities with a framework for teacher education programs.

Identification and summary of the ten standards include teacher knowledge and understanding of the following:

- Foundations, the research-based evidence, philosophies, laws and policies, and various historical and human perspectives in the evolving field of gifted education;
- Development and Characteristics of Learners, including those with exceptional learning needs and those without;
- Individual Learning Differences, which include the effects that giftedness as well as diversity can have on one's learning;
- Instructional Strategies, which are based on evidence-based research and are specific to gifted and talented students;
- Learning Environments and Social Interactions that promote creativity, cultural understanding, diversity, safety, and emotional well-being, and full student engagement in the learning process;
- Language and Communication and the important role they play in talent development; effective teaching strategies for oral and written communication skills; and individual language proficiencies and cultural and linguistic differences;
- Instructional Planning that reflects both long- and short-range goals and objectives for individual giftedness;
- Assessment in multiple forms that can be used for identification, progress, instruction, and evaluation of gifted learners;
- Professional and Ethical Practice standards in all situations, both in dealing with students and in staying abreast of new evidence and more effective teaching techniques;
- Collaboration with families, other educators, and appropriate service and support personnel for gifted children and gifted programs.

The complete text for the NAGC Standards can be found at <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>.

IV. Instructional Design and Delivery

Instructional Strands

There are five instructional strands included in the Gifted Add-On Endorsement Program. These strands have been developed to ensure that teachers meet the competencies required for teaching in Florida's gifted programs and to support quality training on a statewide basis.

The five instructional strands and major topics are the following:

Instructional Strands	Topics
1. Nature and Needs of Students Who Are Gifted	Defining Giftedness & Exploring Foundations Understanding Giftedness Identifying Giftedness Educating the Gifted Managing Gifted Services
2. Curriculum Development for the Gifted	Key Terms and Concepts of Gifted Curriculum Programs and State Standards Principles of Differentiated Instruction and Universal Design for Learning Curriculum Models Curriculum and Instructional Strategies Selecting Resources, Materials, and Technology Providing a Continuum of Services Student Outcomes and Educational Plan Communicating and Advocating Effectively
3. Guidance and Counseling for the Gifted	Understanding the Gifted Developmental Characteristics of Gifted Children Phenomenological Experience of Gifted Children Strengths and Vulnerabilities Personality Variance of the Gifted and Highly Gifted Special Populations From Risk to Resiliency Opportunities in Education Placement Counseling, Guidance, and Career Placement Advocates for the Gifted

	Parenting the Gifted Child and Family Dynamics
4. Education of Special Populations of Gifted Students	Identification of Special Populations of Gifted Students Diverse Types of Gifted Students Multicultural Gifted Education Ethnicity Linguistic Diversity Underachievement Socio-economic and Educational Disadvantage Twice-Exceptional Students Diverse Family Structures and Pressures Gender and LGBTQ+ Young and Highly Gifted Evaluation of Effective Programs for Special Populations of Gifted Students
5. Theory and Development of Creativity	Valuing Creativity Defining Creativity Developing and Nurturing Creativity Measuring Creativity and Assessing Creative Outcomes Personalization and Commitment to Creativity

V. Inservice Codes

Primary Purpose	Implementation Methods
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building - Non-instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/ Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-interactive T. Evaluation of Practice
Learning (Delivery) Methods	Evaluation (Staff/Participant)
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-interactive D. Learning Community/ Lesson Study Group E. Independent Inquiry F. Structured Coaching/ Mentoring G. Implementation of “High Effect” Practice(s) H. Job-Embedded I. Deliberate Practice J. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process 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
Florida Educator Accomplished Practices (FEAP)	Evaluation (Students)
Quality of Instruction A.1 Instructional Design and Lesson Planning A.2 The Learning Environment A.3 Instructional Delivery and Facilitation A.4 Assessment Continuous Improvement, Responsibility, and Ethics B.1: Continuous Professional Improvement B.2 Professional Responsibility and Ethical Conduct	A. Results of State or District-Developed/ Standardized 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 E. Other Performance Assessment(s) F. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

VI. Program Content/Curriculum

Title: Nature and Needs of Students Who Are Gifted

Component Number 2-106-511

Number of Inservice Points: 60

Course Description: *Nature and Needs of Students Who Are Gifted* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. *Nature and Needs of Students Who Are Gifted* provides 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.

There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants.

Competency 1.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The historical foundation of gifted education (6.2)
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents (1.1, 1.2)
- The process of screening and identifying students who are gifted (4.3)
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted (4.4, 4.5)
- The essential role of collaboration to support students who are gifted and teachers (7.1, 7.2, 7.3)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around five topics:

- Defining Giftedness and Exploring Foundations
- Understanding Giftedness
- Identifying the Gifted
- Educating the Gifted
- Managing Gifted Programs

- Within these five topics are 20 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Defining Giftedness and Exploring Foundations

- Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
- Demonstrate an understanding of major historical and contemporary trends that influence gifted education.
- Demonstrate knowledge of the historical, national, and state definitions of giftedness.
- Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.

Topic 2: Understanding Giftedness

- Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
- Identify the needs and challenges associated with common gifted characteristics.
- Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
- Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.

Topic 3: Identifying the Gifted

- Identify issues related to the identification of students who may be gifted.
- Examine district screening practices and identification procedures.
- Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.

Topic 4: Educating the Gifted

- Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment.
- Analyze the relationship among gifted programming, differentiation, and identification criteria.
- Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.
- Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
- Describe the characteristics and competencies of effective teachers of students who are gifted.

Topic 5: Managing Gifted Services

- Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.

- Identify and interpret implications of current research that impacts gifted education.
- Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions:

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A, B, E, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: A, D, F, Z

FEAP: A.2, A.3, A.4, B.1

Title: Curriculum and Instructional Strategies for Teaching Gifted Students**Component Number 2-106-540****Number of Inservice Points: 60**

Course Description: *Curriculum and Instructional Strategies for Teaching Gifted Students* provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

Competency 2.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (1.1, 1.2, 3.2, 3.4)
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (3.1, 3.4, 5.1)
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (5.1-5.5, 6.2, 6.3)
- 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. (3.1-3.4, 5.1-5.5)
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (2.4, 5.4, 7.3)
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around 12 topics:

- Key Terms & Concepts
- Program & State Standards
- Principles of DI & UDL
- Curriculum Models
- Curriculum & Instructional Strategies
- Selecting Resources, Materials, & Technology

- Instructional Needs & Strategies
- Designing Units of Instruction
- Providing a Continuum of Services
- Student Outcomes & the Educational Plan
- Communicating & Advocating Effectively
- Program Evaluation
-

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Key Terms & Concepts

- Justify the need to differentiate of adapt instruction to respond to the needs of the gifted learner.
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

Topic 2: Program & State Standards

- Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.

Topic 3: Principles of DI & UDL

- Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).

Topic 4: Curriculum Models

- Demonstrate the ability to evaluate models for teaching gifted curriculum.

Topic 5: Curriculum & Instructional Strategies

- Develop an understanding of the issues of equity and excellence as they relate to gifted.
- Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
- Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
- Appreciate the role of assessment as an instructional strategy.

Topic 6: Selecting Resources, Materials, & Technology

- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

Topic 7: Instructional Needs & Strategies

- Demonstrate the ability to match instructional strategies to individual needs of learners.
- Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.

Topic 8: Designing Units of Instruction

- Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.

Topic 9: Providing a Continuum of Services

- Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.

Topic 10: Student Outcomes & the Educational Plan

- Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Topic 11: Communicating & Advocating Effectively

- Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.

Topic 12: Program Evaluation

- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
- 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.
- Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
- Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: C, E

FEAP: A.1, A.2, A.3, A.4, B.1

Title: Guidance and Counseling for Gifted Students

Component Number: 2-106-542

Number of Inservice Points: 60

Course Description: *Guidance and Counseling for the Gifted* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

Competency 3.0

Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around twelve topics:

- Understanding the Gifted
- Developmental Characteristics of Gifted Children
- Phenomenological Experience of Being Gifted
- Strengths and Vulnerabilities
- Personality Variance of the Gifted and Highly Gifted
- Special Populations
- From Risk to Resiliency
- Opportunities in Educational Placement
- Counseling, Guidance, and Career Placement
- Supporting Social Skills and Leadership Development
- Advocates for the Gifted
- Parenting the Gifted Child and Family Dynamics

Within these 12 topics are 45 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1, 2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Specific Objectives:

Topic 1: Understanding the Gifted

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.

Topic 2: Developmental Characteristics

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Topic 3: Phenomenological Experience

- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
- Understand the distinguishing characteristics of emotional and spiritual giftedness.

Topic 4: Strengths and Vulnerabilities

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand the vulnerabilities that are due to a specific circumstance.

Topic 5: Personality Variance

- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
- Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

Topic 6: Special Populations

- Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

Topic 7: From Risk to Resiliency

- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

Topic 8: Opportunities in Educational Placement

- Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
- Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.

- Compare and contrast Florida’s Acceleration Statute [1002.3105 f.s.](#) with your district’s schools’ policies and activities for acceleration.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

Topic 9: Counseling, Guidance, and Career Placement

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

Topic 10: Supporting Social Skills and Leadership Development

- Learn how to help students develop social skills and inspire leadership.
- Support gifted children’s experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

Topic 11: Advocates for the Gifted

Acquire and refine the knowledge and skills needed to advocate for gifted learners.

- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.

Topic 12: Parenting and Family Dynamics

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to other’s lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of the quote from Mr. Rogers: “The best parents can do for children is to listen to them.”

Topics developed in Guidance and Counseling for the Gifted address various objectives that attempt to answer 12 broad questions:

- What does it mean to be gifted?

- What characteristics do gifted individuals display across their lives to differentiate them from same-age peers?
- What is the phenomenological experience of a gifted individual?
- How do the strengths and vulnerabilities of gifted individuals impact their lives?
- How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
- How can we identify and support a gifted child who displays atypical characteristics due to life differences?
- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
- How can we help students learn what they want to do, not just what others think they should do?
- How can we facilitate social skills and leadership development in students?
- How can advocates positively affect others' understanding and acceptance of gifted children's needs?
- What is different about parenting a gifted child?

Delivery Methods

Both facilitator and participants may use a variety of formats to augment this course. Some suggestions follow:

- Multiple presentation formats i.e.: Google Slides, Prezi, PowerPoint, Keynote
- Formative Assessment tools such i.e.: Google forms, Quizlet, Kahoot, Socrative
- Other formats appropriate for this course

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: A, D, F, Z

FEAP: A.2, A.3, A.4, B.1

Title: Education of Special Populations of Gifted Students**Component Number: 2-106-512****Number of Inservice Points: 60**

Course Description: *Education of Special Populations of Gifted Students* course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

Competency 4.0

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 -4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council*

for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

The course begins with a review of central concepts of giftedness in relation to diversity and current practices in identification, and then it is structured into three perspectives:

- Socio-cultural issues that examine global and geographical differences; ethnicity, religion, and linguistic diversity
- Personal issues that examine underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantaged; diverse family structures and pressures; the young gifted, highly gifted, and precocious; and gender differences

Topics developed in Education of Special Populations of Gifted Students address various objectives that attempt to answer four broad questions:

- Who are they?
- How do you find and identify them?
- Why do diverse gifted students need different programs and curricular options?
- How can you judge the effectiveness of the programs for diverse students?

The content has been organized around 12 topics:

- Identification of Special Populations
- Diverse Types of Gifted Students
- Multicultural Gifted Education: Incidence of Special Populations of Gifted
- Ethnicity
- Linguistic Diversity
- Underachievement
- Socio-Economic & Educational Disadvantage
- Twice-Exceptional Students
- Diverse Family Structures & Pressures
- Gender & LGBTQ+
- Young & Highly Gifted
- Evaluation of Effective Programs for Special Populations

Within these 12 topics are 57 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).*

Specific Objectives:

Topic 1: Identification of Special Populations

- Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. -6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6.03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
- Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of special populations.

Topic 2: Diverse Types of Gifted Students

- Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
- Understand the learning needs and challenges of diverse types of gifted students.
- Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.
- Examine the challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

Topic 3: Multicultural Gifted Education: Incidence of Special Populations of Gifted

- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal cultural competencies.

Topic 4: Ethnicity

- Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
- Identify the characteristics of specific ethnic groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

Topic 5: Linguistic Diversity

- Understand the characteristics and needs of linguistic minority gifted students.
- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
- Examine ways to identify high potential linguistic minority students.
- Identify strategies to effectively work with linguistic minority students.
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.

Topic 6: Underachievement

- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.

- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- Explore ways to identify gifted students from special populations who are unsuccessful in school.
- Examine the characteristics and needs of these students.
- Identify strategies to assist these students.

Topic 7: Socio-Economic & Educational Disadvantage

- Identify and describe low socio-economic status populations that are underserved.
- Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
- Identify inhibiting socio-economic factors that have prevented services for low-income gifted children.
- 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.
- Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
- Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.

Topic 8: Twice-Exceptional Students

- Clarify and define diverse types of gifted twice-exceptional students.
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice-exceptional.

Topic 9: Diverse Family Structures & Pressures

- Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
- Identify the unique characteristics and needs of gifted students from diverse family structures.
- Identify strategies for stimulating personal growth of gifted students from diverse families.
- Identify community support systems for diverse families of gifted students.

Topic 10: Gender & LGBTQ+

- Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+.
- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students.
- Explore the contribution of mentorships in their education.

Topic 11: Young & Highly Gifted

- Examine concepts of age-appropriate development in relation to concepts of giftedness.
- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems, challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 12: Evaluation of Effective Programs for Special Populations

- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: B

FEAP: A.1, A.2, A.3, A.4, B.1, B.2

Title: Gifted: Theory and Development of Creativity**Component Number: 2-106-543****Number of Inservice Points: 60**

Course Description: *Theory and Development of Creativity* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Competency 5.0

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity (1.2, 3.2, 5.1).
- Self-reflection and strategies to enhance personal creativity (1.1, 3.2, 5.5, 6.4).
- Ideas and strategies for teaching students to develop and use their creativity (5.1, 5.2, 5.3, 5.4, 5.5).

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around 5 topics:

- Valuing Creativity
- Defining Creativity
- Developing and Nurturing Creativity
- Measuring Creativity and Assessing Creative Outcomes
- Personalization and Commitment to Creativity

Within these 5 topics are 19 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Valuing Creativity

- Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
- Demonstrate an understanding of how creative thinking can be used to address problems in society.
- Describe the impact of creativity on personal growth and self-actualization.

Topic 2: Defining Creativity

- Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
- Review research in the field of creativity and apply it to a classroom setting.
- Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
- Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.

Topic 3: Developing and Nurturing Creativity

- Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- Develop instructional plans to integrate creativity within and across the content areas on process and product.

Topic 4: Measuring Creativity and Assessing Creative Outcomes

- Understand the role of assessment of creativity and the use of tests and inventories.
- Describe, compare, and evaluate different instruments for measuring creativity.
- Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
- Describe traits and appropriate criteria used to assess creative outcomes and products.

Topic 5: Personalization and Commitment to Creativity

- Explore and analyze the ethical issues surrounding creativity.
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: Z

FEAP: A.1 A.2, A.3, A.4, B.1

Gifted Endorsement Matrix

Competency	Specific NAGC Standards	Method of Competency Demonstration
1.0 : Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: • The historical foundation of gifted education • The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents • The process of screening and identifying students who are gifted • The knowledge of issues involved with planning, developing, and implementing services for students who are gifted • The essential role of collaboration to support students who are gifted and teachers	1.1, 1.2, 4.3, 4.4, 4.5, 6.2, 7.1, 7.2, 7.3	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study
2.0 : Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: • Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. • Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.	1.1, 1.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 7.3	Discussions, Student Observations, Student Assessments, Presentations, Projects, Case study, Lesson plan, Unit of Study

• 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. • Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. • Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5.		
3.0 Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following: • Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child’s point of view. (1.1, 3.1, 5.1) • Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5) • Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5) • Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3) • Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1,2.4, 4.3, 4.4) • Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3) • Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5) • Use knowledge of social skills training to assist students who are gifted in developing healthy	1.1, 1.2, 2.2, 3.1, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3	Quizzes, discussions, classroom observations, district staff interviews, district policy review, student interviews, presentations, student assessments, projects

relationships and displaying leadership capability. (2.2, 7.3) • Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3) • Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3) • Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3) • Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3) • Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)		
4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: • The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3). • The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5). • The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5). • Skills to assist in the screening and identification process (4.1 -4.5).	1.1, 2.3, 4.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study, Lesson Plan

• The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5) • The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3). • Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)		
5.0 : Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: • Knowledge of the nature and definition of creativity. • Self-reflection and strategies to enhance personal creativity. • Ideas and strategies for teaching students to develop and use their creativity.	1.1, 1.2, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study

VII. Instructor Qualifications

Selection of instructors for the Gifted Endorsement Add-on Endorsement Program will be based on the following minimum selection criteria:

- Current Florida teaching certificate (or the equivalent) with gifted endorsement,
- Minimum three years successful teaching experience in gifted education
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module.

VIII. Completion Requirements

Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within is required for program completion. Satisfactory completion of individual components for add-on purposes may be demonstrated through:

- A. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
- B. Verification of successful demonstration of all applicable competencies within a component of another district's Gifted add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,
- C. Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials. This review shall be conducted by personnel from the district's staff development office.

Competency Demonstration

All those attempting to add the Gifted Endorsement to their Florida Educator's Certificates must earn a minimum of 300 in-service points by successfully completing the prescribed set of in-service components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. In-service training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and follow-up activities.

Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the Gifted Add-on Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

IX. Program Evaluation

Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Gifted Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

- D. Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.
- E. Participants, using district staff development program procedures, will evaluate each training component.

- F. The program may be assessed by participants, instructors, staff development personnel, district Gifted director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.
- G. The budget for Gifted Endorsement will mostly be borne by the participating district. Participants may be able to participate in FDLRS-sponsored courses or district-sponsored courses that are offered free of charge.
- H. Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

Annual Review

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

1. Descriptive Data

- Number of teachers who are out-of-field in Gifted
- Number and percentages of out-of-field that have enrolled in the add-on program
- Number of program completers

2. Client Satisfaction Data

- Attitudes of candidates will be surveyed to determine the extent to which:
- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their coaching and professional development needs.
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.

3. Supervisory Evaluation Data

- The add-on certification program is meeting school and program needs.
- Skills acquired in add-on training are practiced and shared with others.
- Evidence exists of tangible benefits to students accruing from add-on training.
- Implementation of the program is cost and time effective.
- The data collected during the annual review will be used to determine overall program performance

X. Management

1. **State Program Oversight:** The FDLRS organization will be responsible for the overall management of the Gifted Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.
2. **District Director of Professional Development:** Each district's Director of Professional Development Services is designated by the Superintendent of Schools for monitoring the implementation of the Florida Gifted Endorsement Program and has the responsibility for submitting an evaluation transfer credit and coordinating the delivery of the program's in-service components.

3. **Professional Learning Catalog:** The Florida Gifted Add-On Endorsement Program is a part of the district's professional learning catalog.
4. **Records:**
 - a. **Participant** – The district will maintain a file on each program participant containing performance, advisement, transfer, component completion and all other necessary data. Records are also maintained in the PAEC ePDC and are accessible digitally.
 - b. **Component** – The district will maintain a file for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information.
 - c. **Program** – District records will be in compliance with the standards of the add-on endorsement program and applicable State Board Rules.

Candidate Application and Admission

Certified teachers who plan to add the endorsement to their current certificate.

In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Gifted Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

- α. Participant obtains approval to register for the course PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director.
- β. The course is taught by an instructor who meets the Instructor Qualifications as described in the instructor section.
- χ. The course provider provides an authentic transcript of completed coursework with the authorized signature affixed.
- δ. The provider is able to provide a course description and completion and completion requirements, upon request.

NOTE: Acceptance of coursework completion under conditions stated above went into effect on October 1, 2010. Those who completed coursework prior to October 1, 2010 shall be "grandfathered" in and receive credit as long as work was done no earlier than 2000. Credit awarded from different providers prior to January 1, 2000 will not be accepted.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Gifted Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they

wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Gifted Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

APPENDIX

**VERIFICATION OF INSERVICE POINTS
APPLICABLE TOWARD ADD-ON CERTIFICATION
FLORIDA GIFTED ENDORSEMENT (Optional Form A)**

NAME: _____

DISTRICT: _____

SCHOOL: _____

Course Name	Points on File
1. Nature and Needs of Students Who Are Gifted (60 points minimum)	
2. Curriculum and Instructional Strategies for Teaching Gifted Students (60 points minimum)	
3. Guidance and Counseling for Gifted Students (60 points minimum)	
4. Education of Special Populations of Gifted Students (60 points minimum)	
5. Gifted: Theory and Development of Creativity (60 points minimum)	

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study. Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Points Required	Points Verified	Deficiency (if any)	District Initials
Nature and Needs of Students Who Are Gifted (60 points minimum)			
Curriculum and Instructional Strategies for Teaching Gifted Students (60 points minimum)			
Guidance and Counseling for Gifted Students (60 points minimum)			
Education of Special Populations of Gifted Students (60 points minimum)			
Gifted: Theory and Development of Creativity (60 points minimum)			
Nature and Needs of Students Who Are Gifted (60 points minimum)			
TOTAL POINTS REQUIRED 300	TOTAL POINTS VERIFIED		

Signature Program Coordinator _____

Date: _____

FOR

DISTRICT OFFICE OF CERTIFICATION USE ONLY.

(name of district)

Status of Application:

_____ Sent to Florida Department of Education

_____ Returned for Additional Verification

Date _____

By _____

**INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
READING K-12
TO A FLORIDA EDUCATOR'S CERTIFICATE**

Prepared by

The Panhandle Area Educational Consortium

2019



***Advancing Schools and Communities for Student Success
Every Student Every Day!***

John T. Selover, Executive Director

**Professional Development Center
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Chipley, Florida 32428
Phone: (850) 638-6131**

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I. PROGRAM TITLE:

Panhandle Area Educational Consortium Reading Endorsement Add-on Plan K-12.

II. PROGRAM RATIONALE AND PURPOSE:

Florida is a state with a strong educational history of leading the nation. From the beginning, Florida, assisted with the national state-led initiative effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) with the purpose to provide a clear and consistent framework for the understanding of learning--the knowledge and skills--which should occur to prepare our children for college and the workforce. Through careful and purposeful analysis, the Florida Standards were developed. The Florida Standards are aligned with college and work expectations that requires the rigor and application of knowledge, which exemplifies higher order thinking and skills in a clear and consistent manner. The Florida Standards requires increasing the complexity level of the texts Florida's K-12 students read and are exposed too. It is anticipated that many students previously proficient with features of text will be stretched beyond their capacity when faced with the more complex texts called for by the standards.

The purpose and mission of PAEC provides ideal positioning for the development of highly qualified teachers who are skilled in supporting all students to achieve at high levels. The fourteen member districts look to PAEC to provide exemplary professional development and rely on PAEC to develop and maintain their Master Inservice PAEC's Reading Endorsement Add-on Plan delivery's through the PAEC online courses, traditional face-to-face delivery and/or a blended model of online and Face-to-Face coursework; which is all managed through the electronic Professional Development Connections (the ePDC).

The PAEC Reading Endorsement Add-on Plan program will be an integral part of the focus on preparing all educators to assist all learners to be successful readers. The PAEC Reading Endorsement Add-on Plan has been carefully designed to meet the needs of these 14 diverse districts by providing a series of tracks, or courses of study, embedding a variety of delivery options to meet the required competencies. Each track ensures coverage of the specific indicators for each competency. The provision of various modes of delivery will ensure that all teachers in all PAEC member districts will have easy and equitable access to the opportunity to complete their reading endorsement in a timely manner. PAEC believes this matrix of exemplary professional development in the reading competencies will empower educators to select and commit to curriculum that will move them into defined and demonstrable competence as accomplished practitioners of reading instruction.

The 2019 comparison to 2018 FSA ELA by grade band reading data for PAEC's fourteen districts indicate percentages that have increased, fluctuated and decreased across 3-10 grade bands. Three of PAEC's districts, Calhoun, Wakulla and Walton consistently score higher than the state averages for all grade bands, with only two districts slightly below (1% and 4%) the state average in a grade band. Jackson's 9-10 grade students in 2018 scored 1% less than the state's 53%, increasing to the state's average in 2019, Liberty's 3-5 grade students scored 52%, 4% below the state's in 2018; yet, surpassed the state average in 2019 by 3%, scoring 60%. PAEC's seven remaining district FAMU-DRS, Franklin, Gadsden, Holmes, Jefferson, Madison and Taylor scored below the state averages across all grade bands. These percentages ranged greatly from highest at 55% to lowest at 26%. (See table below)

2019 Comparison to 2018 FSA ELA by Grade

		Grades 3-10 FSA English Language Arts % Level 3 or Above		Grades 3-5 FSA English Language Arts % Level 3 or Above		Grades 6-8 FSA English Language Arts % Level 3 or Above		Grades 9-10 FSA English Language Arts % Level 3 or Above	
District Number	District Name	2018	2019	2018	2019	2018	2019	2018	2019
00	STATEWIDE	54%	55%	56%	57%	53%	54%	53%	54%
07	CALHOUN	60%	61%	58%	60%	61%	61%	62%	65%
74	FAMU-DRS	40%	48%	38%	48%	40%	46%	44%	49%
19	FRANKLIN	40%	40%	40%	47%	41%	37%	36%	34%
20	GADSDEN	34%	36%	37%	40%	33%	35%	28%	29%
23	GULF	51%	49%	48%	47%	56%	49%	51%	54%
30	HOLMES	50%	52%	52%	55%	48%	49%	50%	51%
32	JACKSON	57%	57%	62%	60%	54%	56%	52%	54%
33	JEFFERSON	34%	32%	38%	34%	29%	32%	37%	26%
39	LIBERTY	57%	61%	52%	60%	56%	59%	64%	65%
40	MADISON	43%	40%	47%	45%	41%	40%	39%	32%
62	TAYLOR	44%	49%	48%	54%	46%	48%	31%	39%
65	WAKULLA	62%	60%	62%	65%	65%	58%	56%	57%
66	WALTON	60%	62%	63%	65%	60%	60%	57%	61%
67	WASHINGTON	52%	53%	58%	58%	50%	51%	48%	47%

Note: Each district will remain the authorizing body for approval of individual Reading courses for endorsement, certification or to meet professional development requirements.

III. PROGRAM CONTENT/CURRICULUM:

The competencies for this Reading Endorsement Add-on Plan are aligned with Text Rule 6A-4.0292

A. Florida's Reading Endorsement Competencies:

Competency 1: Foundations of Reading Instruction – Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Competency 2: Application of Research-Based Instructional Practices – Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process.

Competency 3: Foundations of Assessment -- Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process.

Competency 4: Foundations and Applications of Differentiated Instruction -- Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process.

Competency 5: Demonstration of Accomplishment (Reading Practicum) -- 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.

B. Florida's Professional Development Protocol:

The content and delivery of each course will be grounded in scientifically based research and aligned with the National Staff Development Council Standards and Planning, Delivery, Follow-up and Evaluation Standards contained in Florida's Professional Development Evaluation System Protocol. The source for this protocol is the Florida Department of Education.

There are certain activities in which program participants will need to engage to meet these objectives. The following activities will need to be included in the Practicum:

- Working with students from among diverse groups of elementary and secondary readers:
 - Students reading at grade level and above
 - Response to Intervention (RtI) students
 - Students with disabilities
 - English Language Learners
 - Struggling readers
- Assessment of student(s) to generate comprehensive student reading profiles
- Analysis of data
- Applications of appropriate instructional practices and resources to meet reading needs of students
- Application of multisensory instruction and strategies
- Tracking student reading development over time
- Use of differentiated reading instruction to meet needs of students with varying reading needs, including students with dyslexia

C. Specialization/Professional Studies:

The Reading Endorsement is intended solely for teachers who currently hold or are eligible for a valid Florida Professional Educator's Certificate based on a bachelor's or higher degree.

D. Nationally Recognized Guidelines:

Guidelines other than those listed by the State for the K-12 Reading Endorsement (including Specialization Requirements for Certification in Reading, Grades K-12; Certification requirements for Exceptional Student Education; Specialization Requirements for Adding English for Speakers of Other Languages) were consulted. Such guidelines include Standards for Reading Professionals, International Reading Association; National Institute for Literacy's *Using Research and Reason in Education*; National Institute for Child Health and Development's *Preventing Reading Difficulties in Young Children*; the National Reading Panel's, *Teaching Children to Read*; *Reading Between the Lines*; Florida State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, and ACT, Inc. These guidelines were used in the selection of topics of study; program design; specific course content, objectives, and necessary resources; and professional development activities, including clinical activities.

As a result, each course will be grounded in research which addresses the five components of reading as a process; appropriate uses of assessment for screening, diagnosis and progress monitoring; as well as, research based initial instruction and immediate intensive intervention. Articles and/or portions of these documents as well as other resources listed in each competency's bibliography will be used for group study and individual reflective writing and application.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

In order to adequately prepare participants for a successful practicum experience, the instructional design provides a framework that scaffolds participants from the foundational competencies, throughout the application competencies and supervised practicum of Competency 5. This is accomplished by progressively increasing requirements for investigative activities as

participants move through the five competencies. Elements of the investigative activities will include a learning community approach and collaborative action research as appropriate to the competencies culminating in a supervised practicum.

Investigative activities will be chosen from a menu by the component instructor based on the Florida Standards, participant knowledge, instructional assignment and assessed student needs. Investigative activities may include, but are not limited to:

- clinical interviews with students
- administration of reliable and valid reading assessments
- data analysis
- identification of source of student reading difficulties
- identification of performance indicators that may indicate dyslexia
- application of appropriate instructional practices
- application of multisensory instruction, strategies and activities
- case studies
- lesson study
- article review(s)
- individual study and research-based practice reports
- reflection after viewing research-based practice
- guided inquiry
- collegial discussions
- observations of best practices
- on-going personal reflection
- presentations

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for each competency.

A. Instructional Strands:

Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem-solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive, ongoing, and utilized for effective instructional decision-making.

2020 Reading Endorsement Competencies

Component #	Inservice Points	Component Title
01-013-006	60	Foundations of Reading Instruction
01-013-007	60	Applications of Research-Based Practices
01-013-008	60	Foundations of Assessment
01-013-009	60	Foundations and Applications of Differentiated Instruction
01-013-010	60	Demonstration of Accomplishment (Reading Practicum)
	Total: 300	

Competencies and Performance Indicators Considered in Development of PAEC Reading Endorsement

Competency	Performance Indicators
1: Foundations of Reading Instruction Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary.	The total inventory of Performance Indicators (A-G) satisfies Competency 1. A: Comprehension 1. A.1 Understand that building oral and written language facilitates comprehension. 1. A.2 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.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity). 1. A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement. 1. A.5 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.6 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.7 Understand the reading demands posed by domain specific texts. 1. A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting. 1. A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension. 1. A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs. B: Oral Language 1. B.1 Understand how students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language. 1. B.2 Understand the differences between social and academic language. 1. B.3 Understand that writing enhances the development of oral language. 1. B.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction. 1. B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English. 1. B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs. C: Phonological Awareness 1. C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis). 1. C.2 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.3 Understand that writing, in conjunction with phonological awareness, enhances reading development. 1. C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences). 1. C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English. 1. C.6 Understand the role of formal and informal phonological awareness assessment to

	make instructional decisions to meet individual student needs. D: Phonics 1. D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages. 1. D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). 1. D.3 Understand structural analysis of words. 1. D.4 Understand that both oral language and writing can be used to enhance phonics instruction. 1. D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs. E: Fluency 1. E.1 Understand that the components of reading fluency are accuracy, expression, and rate, which impact reading endurance and comprehension. 1. E.2 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.3 Understand the relationships among fluency, word recognition, and comprehension. 1. E.4 Understand that both oral language and writing enhance fluency instruction. 1. E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs. F: Vocabulary 1. F.1 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.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis). 1. F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.). 1. F.4 Understand the domain specific vocabulary demands of academic language. 1. F.5 Understand that writing can be used to enhance vocabulary instruction. 1. F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs. G: Integration of the reading components 1. G.1 Identify language characteristics related to social and academic language. 1. G.2 Identify phonemic, semantic, and syntactic variability between English and other languages. 1. G.3 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.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development. 1. G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency. 1. G.6 Understand the role of formal and informal reading assessment to make instructional

	decisions to meet individual student needs.
2: Applications of Research-Based Practices Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process.	The total inventory of Performance Indicators (A-G) satisfies Competency 2. 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. 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. 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. 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. 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. 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. 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.
3: Foundations of Assessment Teachers will	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

understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process.	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.
4: Foundations and Applications of Differentiated Instruction Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process.	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.
5: Demonstration of Accomplishment (Reading Practicum) 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.	5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. 5.2 Demonstrate research-based instructional practices for facilitating reading comprehension. 5.3 Demonstrate research-based instructional practices for developing oral/aural language development. 5.4 Demonstrate research-based instructional practices for developing students' phonological awareness. 5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition. 5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance. 5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary. 5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading. 5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. 5.10 Demonstrate research-based instructional practices for developing students' ability to read critically. 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. 5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. 5.13 Create an information intensive environment that includes print and digital text. 5.14 Use a variety of instructional practices to motivate and engage students in reading. 5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

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Option 1: PAEC Add-on Program					
	Track 1	Track 2	Track 3	Track 4	Track 5
Competency	PAEC (Face-to-Face Online and Blended)	Beacon Educator	NEFEC	Colleges and University Course Offerings	Individual Design
1	Foundations of Reading Instruction	Foundations of Reading Instruction	Instructional Foundations of Language & Reading	See Overview of College Courses, pg.	Individual teachers, under the direction of appropriate district staff, will have the opportunity to choose portions of Tracks 1-4, College courses, FLDOE approved reading endorsement courses that meet the competency requirements, and/or, the PDA Module #8: <i>Differentiating Reading Instruction for Students: Making It Explicit</i> -Competency 4, to meet the requirements for an add-on reading endorsement.
2	Application of Research-Based Practices	Foundations of Research-Based Practices	Applications of Research-Based Practices	See Overview of College Courses, pg.	
3	Foundations of Assessment	Foundations of Assessment	Foundations & Applications for Teachers & Principals	See Overview of College Courses, pg.	
4	Foundations and Applications of Differentiated Instruction	Foundations of Differentiation	Foundations & Applications of Differentiated Instruction	See Overview of College Courses, pg.	
5 All Reading Endorsement Candidates in all tracts will complete a Supervised Practicum that requires documentation of mastery of Competency 5 indicators.	Demonstration of Accomplishment (Reading Practicum)	Demonstration of Accomplishment	Demonstration of Accomplished Practices in Reading	See Overview of College Courses, pg.	

In order to meet the diverse needs of the fourteen member districts of PAEC, five tracks of study have been designed. The above matrix of Competencies and Tracks defines the mode of delivery for each competency within each course of study. Any other training offered and approved by the Florida Department of Education will count toward Track 5 of the PAEC Reading Endorsement Add-on Plan. (See Option 1, Track 5 above)

Option 2 College Coursework

Requires official transcripts showing completion of the reading courses outlined below.

State Board Rule 6A-4.0163 requires completion of fifteen (15) semester hours in reading coursework based upon scientifically based reading research with a focus on both the prevention and remediation of reading difficulties to include:

- a. 6 semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;
- b. 3 semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;
- c. 3 semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and
- d. 3 semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.

PAEC READING ENDORSEMENT OVERVIEW OF COLLEGE COURSES

Competency 1 Foundations of Language and Cognition (60 pts)	Competency 2 Foundations of Research- Based Practices (60 pts)	Competency 3 Foundations of Assessment (60 pts)	Competency 4 Foundations and Applications of Differentiated Instruction (30/30 pts)	Competency 5 Demonstration of Accomplishment (60)
<u>UWF:</u> <u>Undergraduate:</u> ▪ LAE 3314 - Literacy for the Emergent Learner <u>Graduate:</u> ▪ RED 6116 - Foundations of Early Literacy	<u>Undergraduate:</u> ▪ RED 3310 – Literacy Instruction for the Intermediate Learner <u>Graduate:</u> ▪ RED 6060 – Foundations of Middle and Secondary Literacy	<u>Undergraduate:</u> ▪ RED 4542c – Assessment and Differentiated Instruction in Reading (Competency 3 and 4) <u>Graduate:</u> ▪ RED 5515 – Classroom Reading Assessments	<u>Undergraduate:</u> ▪ RED 4542c – Assessment and Differentiated Instruction in Reading (Competency 3 and 4) <u>Graduate:</u> ▪ RED 6240 – Differentiating Instruction	<u>Undergraduate*</u> <u>Graduate:</u> ▪ RED 6866 – Practicum in the Teaching of Reading
<u>FSU</u> <u>Undergraduate:</u> ▪ RED 4310 – The Development and Assessment of Emergent Reading and Writing <u>Elem. Education Graduate:</u> ▪ RED 5109 <u>Reading Lang. Arts MS and others:</u> ▪ RED 5109 (Same)	<u>Undergraduate:</u> ▪ RED 4510 – Teaching Reading in the Elementary School <u>Elem. Education Graduate:</u> ▪ RED 5147 – Foundations of Developmental Reading <u>Reading Lang. Arts MS and others:</u> ▪ RED 5147 (Same) – Foundations of Developmental Reading	<u>Elem. Education Undergraduate and Graduate:</u> ▪ EDE 4302 – Beginning Fall 2014) <u>Reading Lang. Arts MS and others:</u> ▪ RED 5466	<u>Elem. Education Undergraduate and Graduate:</u> ▪ EDE 4316 - Differentiating Instruction in Reading <u>Reading Lang. Arts MS and others:</u> ▪ EEX 5258	<u>Elem. Education Undergraduate and Graduate:</u> ▪ RED 4941 – Practicum in Reading ESOL <u>Reading Lang. Arts MS and others:</u> ▪ RED 5947
<u>Flagler College</u> ▪ EEL 301 – Elementary Reading Instruction (may be used for Competency 1 and 2, but not both)	▪ EEL 301 – Elementary Reading Instruction (may be used for Competency 1 and 2, but not both) ▪ EEL 455 – Diagnostic Reading (Integrates Competencies 1, 2 and 3, <i>EEL 455 and EEL 301</i> cover Competencies 1, 2 and 3)	▪ EEL 455 – Diagnostic Reading (Integrates Competencies 1, 2 and 3, must be taken for either Competencies 2 and 3)	Combination of six courses to complete Competency 4.	<u>Undergraduate*</u>

Chipola College ▪ RED 3009 – Early and Emergent Literacy	▪ RED 3360 – Teaching Reading in the Middle/Secondary School ▪ RED 3311 – Teaching Reading in the Intermediate Grades	▪ RED 4312 – Integration of Assessment into Classroom Reading	▪ RED 4519 – Diagnostic and Instructional Interventions in Reading	<u>Undergraduate*</u>
<i>*Requires Internship Prerequisites coursework.</i>				

B. TRAINING COMPONENTS:

COMPONENT NUMBER: 01-013-006

- **FOUNDATIONS OF READING INSTRUCTION**

Foundations of Reading Instruction: Reading Endorsement Competency 1

- **DEPARTMENT SPONSOR**

PAEC Professional Development Center

- **COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

- **ELIGIBLE PARTICIPANTS**

Administrators
Instructional Staff
School Related Personnel

- **POINT RANGE**

60 points

- **PRIMARY PURPOSE**

Add-on Certification and/or Re-Certification

- **PRIMARY DELIVERY METHOD**

Varied

- **FOLLOWUP**

Varied

- **OVERALL GOAL/GENERAL OBJECTIVE**

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 of this document.

SPECIFIC OBJECTIVES:

A: Comprehension

The participant will:

1. Understand that building oral and written language facilitates comprehension
2. 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."
3. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity)
4. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement
5. 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
6. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes

7. Understand the reading demands posed by domain specific texts
8. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting
9. Understand how English language learners' linguistic and cultural background will influence their comprehension
10. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs

B: Oral Language

The participant will:

1. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language
2. Understand the differences between social and academic language
3. Understand that writing enhances the development of oral language
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction
5. Recognize the importance of English language learners home languages, and their significance for learning to read English
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs

C: Phonological Awareness

The participant will:

1. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis)
2. 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)
3. Understand that writing, in conjunction with phonological awareness, enhances reading development
4. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences)
5. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English
6. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs

D: Phonics

The participant will:

1. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages
2. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules)
3. Understand structural analysis of words
4. Understand that both oral language and writing can be used to enhance phonics instruction
5. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs

E: Fluency

The participant will:

1. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension
2. 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
3. Understand the relationships among fluency, word recognition, and comprehension
4. Understand that both oral language and writing enhance fluency instruction
5. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs

F: Vocabulary

The participant will:

1. 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
2. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis)
3. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.)
4. Understand the domain specific vocabulary demands of academic language
5. Understand that writing can be used to enhance vocabulary instruction
6. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs

G: Integration of the reading components

The participant will:

1. Identify language characteristics related to social and academic language
2. Identify phonemic, semantic, and syntactic variability between English and other languages
3. 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
4. Understand the impact of oral language, writing, and an information intensive environment upon reading development
5. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency

ACTIVITIES:

In the knowledge acquisition portion of Competency 1, participants will be actively engaged in research-based content designed to inform participants of substantive knowledge of language structure, function and cognition for each of the five major components of the reading process.

The investigative activities will be chosen from a menu by the component instructor, based on participant knowledge, instructional assignment, assessed student needs and delivery mode. Investigative activities may be collaborative and include, but are not limited to:

- lesson plan design
- article(s) review
- individual study and report on research-based practice
- reflective writing after viewing research-based practice
- conduct clinical interview(s) to begin a portfolio of reading profiles
- case studies
- collegial discussions
- practice of best practices
- data analysis
- presentations

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

EVALUATION:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing. **Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on page 33 of this document.**

COMPONENT NUMBER 01-013-007

- **APPLICATION OF RESEARCH-BASED INSTRUCTIONAL PRACTICES**

Application of Research-Based Practices: Reading Endorsement Competency 2

- **DEPARTMENT SPONSOR**

PAEC Professional Development Center

- **COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

- **ELIGIBLE PARTICIPANTS**

Administrators
Instructional Staff
School Related Personnel

- **POINT RANGE**

60 points

- **PRIMARY PURPOSE**

Add-on Certification and/or Re-Certification

- **PRIMARY DELIVERY METHOD**

Varied

- **FOLLOWUP**

Varied

- **OVERALL GOAL/GENERAL OBJECTIVE**

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 of this document.

SPECIFIC OBJECTIVES:**A: Comprehension**

The participant will:

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. Use both oral language and writing experiences to enhance comprehension
3. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text
4. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement
5. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided
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
7. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels
8. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting
9. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction

B: Oral Language

The participant will:

1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning)
2. Create an environment where students practice appropriate social and academic language to discuss diverse texts
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
4. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation)
5. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction

C: Phonological Awareness

The participant will:

1. Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes)
2. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration)
3. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development
4. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
5. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction

D: Phonics

The participant will:

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. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English
3. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts)
4. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction

E: Fluency

The participant will:

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. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics)
3. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction

F: Vocabulary

The participant will:

1. Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.)
2. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language
3. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots)
4. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary
5. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content
6. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary)
7. Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.)
8. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction

G: Integration of the reading components

The participant will:

1. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components
2. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes)
3. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading)
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)
5. Demonstrate understanding of similarities and differences between home language and second language reading development
6. Triangulate data from appropriate reading assessments to guide instruction.

ACTIVITIES:

In the knowledge acquisition portion of Competency 1, participants will be actively engaged in research-based content designed to inform participants of substantive knowledge of language structure, function and cognition for each of the five major components of the reading process.

The investigative activities will be chosen from a menu by the component instructor, based on participant knowledge, instructional assignment, assessed student needs and delivery mode. Investigative activities may be collaborative and include, but are not limited to:

- lesson plan design
- article(s) review
- individual study and report on research-based practice
- reflective writing after viewing research-based practice
- conduct clinical interview(s) to begin a portfolio of reading profiles
- case studies
- collegial discussions
- practice of best practices
- data analysis
- presentations

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

EVALUATION:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing.

Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on page 33 of this document.

COMPONENT NUMBER 01-013-008

- **TITLE: FOUNDATION OF ASSESSMENT**

Foundation of Assessment: Reading Endorsement Competency 3

- **DEPARTMENT SPONSOR**
PAEC Professional Development Center
- **COMPONENT COORDINATOR**
PAEC Professional Development Center Coordinator
- **ELIGIBLE PARTICIPANTS**
Administrators
Instructional Staff
School Related Personnel
- **POINT RANGE**
60 points
- **PRIMARY PURPOSE**
Add-on Certification and/or Re-Certification
- **PRIMARY DELIVERY METHOD**
Varied
- **FOLLOWUP**
Varied
- **OVERALL GOAL/GENERAL OBJECTIVE**
One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 of this document.

SPECIFIC OBJECTIVES:

The participant will:

1. Understand and apply measurement concepts and characteristics of reading assessments.
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. Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
4. Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
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).
6. Analyze data to identify trends that indicate adequate progress in student reading development.
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).
8. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
9. Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
10. Identify appropriate assessments and accommodations for monitoring reading progress of all students.
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.

ACTIVITIES:

In the knowledge acquisition portion of Competency 3, participants will be actively engaged in research-based content designed to inform participants of the knowledge and skills needed to demonstrate an understanding of the role of assessments in guiding reading instruction and instructional decision making. Topics will include different types of assessments, psychometric standards for reliability and validity, the role of assessment in planning and validating instruction and the appropriate use of instructional reading assessments

The investigative activities will be chosen from a menu by the component instructor, based on participant knowledge, instructional assignment and assessed student needs. In addition to reviewing FSA data, participants will use a variety of screening, diagnosis and progress monitoring instruments to assess student progress throughout this component. These assessments may include, but are not limited to, Florida Assessment for Instruction in Reading (F.A.I.R.), Stanford 9, Woodcock Johnson, Slosson Oral Reading Test, Diagnostic Assessment of Reading (DAR), Multiple Measures 2nd Edition, DIBELS 8th Edition, Standardized Test for Assessment in Reading (STAR) and Peabody Picture Vocabulary. Student outcome measures gleaned from component assessment will be included as part of the program evaluation data. Investigative activities may be collaborative and include, but are not limited to:

- article review
- field experience log
- clinical interview(s) to enhance a portfolio of reading profiles
- individual study and report on a reliable and valid assessment instrument
- reflection after viewing the administration of a reliable and valid screening, diagnostic or progress monitoring assessment instrument
- administration of assessments necessary for conducting a case studies of a struggling reader(s)
- analysis and interpretation of state and district student test data to inform instruction
- analysis and interpretation of formal and informal student assessment data including screening, diagnosis, progress monitoring and outcome measures to inform instruction

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

EVALUATION:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing.

Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on page 33 of this document.

COMPONENT NUMBER 01-013-009

1. FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION

Foundations and Applications of Differentiated Instruction: Reading Endorsement Competency 4

2. DEPARTMENT SPONSOR

PAEC Professional Development Center

3. COMPONENT COORDINATOR

PAEC Professional Development Center Coordinator

4. ELIGIBLE PARTICIPANTS

Administrators
Instructional Staff
School Related Personnel

5. POINT RANGE

60points

6. PRIMARY PURPOSE

Add-on Certification and/or Re-Certification

7. PRIMARY DELIVERY METHOD

Varied

8. FOLLOWUP

Varied

9. OVERALL GOAL/GENERAL OBJECTIVE

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 of this document.

SPECIFIC OBJECTIVES:

The participant will:

1. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
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.
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. Identify factors impeding student reading development in each of the reading components or the integration of these components.
5. Recognize how characteristics of both language and cognitive development impact reading proficiency.
6. Recognize the characteristics of proficient readers to more effectively differentiate instruction.
7. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
8. Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
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, that includes multisensory instruction and strategies.
10. Differentiate reading instruction for English language learners with various levels of first language literacy.

10. Scaffold instruction for students having difficulty in each of the components of reading that includes multisensory instruction and strategies.
11. Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
12. Monitor student progress and use data to differentiate instruction for all students.
13. Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
14. Implement research-based instructional practices for developing students' higher order thinking.
15. Implement research-based instructional practices for developing students' ability to read critically.
16. Implement research-based instructional practices using writing to develop students' comprehension of text.
17. Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities, including dyslexia.
18. Modify assessment and instruction for students with significant cognitive disabilities, including dyslexia, while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

ACTIVITIES:

Participants will be actively engaged in research-based content designed to develop broad knowledge of students from differing profiles, including students with disabilities, ELLs, and students from diverse populations and to apply research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students. Topics will include different student reading profiles across the grade levels, flexible grouping for differentiated instruction, diverse student populations and instructional accommodations.

The investigative activities for these competencies will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs. Investigative activities may be collaborative and include, but are not limited to:

- lesson plan for instructional differentiation based on data analysis
- differentiated instruction demonstration
- article(s) review
- field experience log
- individual study and report on an effective practice for instructional differentiation
- reflection after viewing model of effective instruction for ELLs, ESE or RtI students
- clinical interview(s) to enhance a portfolio of reading profiles
- case study of a struggling reader(s)
- student tutoring

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

EVALUATION:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing.

Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on page 33 of this document.

COMPONENT NUMBER 01-013-010

- **DEMONSTRATION OF ACCOMPLISHMENT (READING PRACTICUM)**

Demonstration of Accomplishment (Reading Practicum): Reading Endorsement Competency 5

- **DEPARTMENT SPONSOR**

PAEC Professional Development Center

- **COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

- **ELIGIBLE PARTICIPANTS**

Administrators

Instructional Staff

School Related Personnel

- **POINT RANGE**

60 points

- **PRIMARY PURPOSE**

Add-on Certification and/or Re-Certification

- **PRIMARY DELIVERY METHOD**

Supervised Practicum

- **FOLLOWUP**

Varied

- **OVERALL GOAL/GENERAL OBJECTIVE**

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 – 63 of this document.

SPECIFIC OBJECTIVES

The participant will:

1. Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
2. Demonstrate research-based instructional practices for facilitating reading comprehension.
3. Demonstrate research-based instructional practices for developing oral/aural language development.
4. Demonstrate research-based instructional practices for developing students' phonological awareness.
5. Demonstrate research-based instructional practices for developing phonics skills and word recognition.
6. Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
7. Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
8. Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.
9. Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
10. Demonstrate research-based instructional practices for developing students' ability to read critically.
11. Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
12. Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.

13. Create an information intensive environment that includes print and digital text.
14. Use a variety of instructional practices to motivate and engage students in reading.
15. Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

ACTIVITIES:

Practicum

In order to meet the Practicum requirement for the Florida Reading Endorsement Add-on Plan, the Panhandle Area Educational Consortium [PAEC] proposes the following Practicum process for all five tracks of its Reading Endorsement program. Research indicates the coaching process is imperative within professional development for embedding reading research and its research-based strategies into daily instructional practices. For this reason, peer coaching will be an integral and ongoing component of the Practicum throughout the entire reading endorsement process.

Each practicum participant will be supervised by highly qualified district selected experts in scientifically research-based reading instruction. The District practicum supervisor must have reading certification or reading endorsement.

District Practicum Supervisor Requirements

- Meet with each participant to process learning upon completion of each lesson observation or video. Each meeting date should be documented. Verify that appropriate indicators are being demonstrated through each observed or video-taped lesson and corresponding lesson plan and reflection.
- Conduct 6 cohort sessions with practicum participants.
- Evaluate clinical portfolio for each of the following:
 - Appropriate use and interpretation of instructional assessments including identifying student poor performances that may indicate dyslexia
 - Appropriate application of reading instruction based on assessment data results that utilizes multisensory instruction and strategies
 - Application of appropriate differentiated instruction to meet diverse student reading needs
 - Appropriate use of research-based reading resources, best practices and strategies
 - Appropriate and sufficient amount and quality of items included in clinical portfolio
 - Collective evidence of student reading gains.

Practicum Participant Requirements

This is a supervised practicum experience which will transpire over the course of 10-12 weeks (with a minimum of 36 hours student contact time) in a deliberate manner. Practicum participants will apply knowledge and skills learned in competencies 1-4 in a classroom setting with diverse and struggling readers. Sessions may be in the context of a summer reading camp, an after-school tutoring program, a clinical session within the school day or other settings as appropriate. Throughout this time frame and under the guidance of a practicum supervisor with reading expertise, the participant will engage in clinical experiences and will be responsible for completing and adhering to the requirements as outlined below in order to demonstrate all K-12 Reading Endorsement Competency 5 indicators (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15)

The supervised practicum will require:

- Documentation that Competencies 1-4 and/or college courses have been completed prior to beginning Competency 5.
- Participation in Clinical Cohort sessions during which participants function as members of a learning community. The activities of the learning community will include:
 - Reviewing and responding to the required videoed or observed lessons
 - Maintaining a log of activities conducted during Competency 5
 - Reading and reviewing professional texts and articles
 - Developing full-page reflection papers on the required lessons
 - Reviewing case study information
 - Developing focus-lessons based on formal and/or informal assessments
 - Investigating and reviewing theories of learning.
- A minimum of 36 hours of contact practice with students. This may be a small group of three to five students.
- Completion of a total of six lesson plans focusing on each of the following areas of reading:
 - Comprehension – This lesson must include a 'writing in response to reading' and/or a 'Comprehension Instructional Sequence' component
 - Oral language

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Use of multisensory instruction and strategies
- Integration of reading components
- A video/observation (or combination as predetermined with the district contact and mentor) of each of the above lessons being taught to a class or group of students.
- A one-page reflection on each of the above lessons.
- Maintenance of a log of activities that pertain to Competency 5. Must include evidence of a print-rich environment and an explanation of how this is maintained for students.
- Completion of three case studies focusing on three students of varying reading abilities.

Practicum participants will progress through Competency 5 as a cohort group, when possible. Clinical portfolios will be submitted to the district professional development coordinator. The professional development coordinator will determine portfolio content to be maintained at the district.

Practicum Portfolios

As evidence of completion of Competency 5, each participant's practicum portfolio will include the following documentation:

- Documentation of successful completion of competencies 1-5 (Certificates of completion for each competency and/or college transcripts are required)
- Videotapes
- Rubrics
- Observation checklist
- All lesson plans and accompanying reflections
- Completed case studies
- All clinical cohort class reflections
- K-12 Reading Endorsement Competency 5 indicators (completed by clinical mentor)
- Collective evidence of student reading gains (case study, skill group or whole class)
- Copy of Form B-1 and PAEC Reading Endorsement transcript.

At the discretion of the professional development coordinator and practicum participant, lesson plans and practices may be transferred to a CD-ROM or flash drive for submission.

Additional Approved Competency 5 Practicum:

Participants may also complete a district approved practicum, including college coursework.

EVALUATION:

- A checklist documenting mastery of performance indicators completed during clinical conferences
- A practicum portfolio

Specific identifiers are aligned to evaluation measures and can be found in the Matrix on pages 33 of this document.

Instructors:

Instructors are reading specialists employed by the consortium's fourteen different District County School Boards, persons contracted by an institution of higher education, and/or highly qualified staff members, or other instructors approved by the district. An instructor must hold a master's degree in reading or have completed the five required courses for the reading endorsement; should have a minimum of three years successful experience as a reading specialist or in a comparable reading/leadership position, must have successful experience as a district trainer, and must have a recommendation from his/her principal and from the Professional Development Office Supervisor responsible for elementary or secondary reading.

V. COMPLETION REQUIREMENTS:

A) Program Completion

Satisfactory completion of individual components for add-on certification purposes may be demonstrated through:

- 1) The instructor's verification of successful demonstration of all applicable competencies and products within the component.

- 2) Completion all course requirements satisfactorily as outlined in the course design evaluation criteria. Participants will earn the 60 in-service points in each component for a total of 300 in-service points.
- 3) Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements. Approved reading endorsement three credit hour college courses can be converted to in-service points. An official college transcript, from a college or university, documenting successful completion of a course from the catalog description, of which establishes a reasonable equivalence to the District component must be provided by the applicant to the District Office of Certification.
- 4) Course completion will be verified by the District Office of Certification, upon submission of the appropriate materials.

B) Competency Demonstration

1. All those attempting to add the reading endorsement to their Florida's Educator's Certificates must earn a minimum of 300 in-service points by successfully completing the prescribed set of in-service components including the demonstration of all competencies required for the endorsement or through documented equivalent means. Competency demonstration will be done through projects, products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement will vary depending on the nature of the competency as described in the course design evaluation criteria.
2. The evaluation of mastery at or above an 80% level will be determined by direct observation according to a checklist of performance indicators and the submission of a clinical portfolio and maintain a learning log throughout the training program.
3. Upon completion of all five components or the college course equivalent, participants will submit a completed form to the District Office of Certification for final approval and program verification.

C) Competency Verification

Verification of competencies other than through the procedures stated above is not an option for this add-on reading endorsement program.

VI. PROGRAM EVALUATION:

As the Add-on Reading Endorsement Program becomes an integral part of district efforts to continually improve K-12 reading instruction, it is critical that this program is regularly reviewed for efficiency, effectiveness and impact. In addition to analyzing the evaluation data holistically, the results from each of the 5 delivery formats (tracks) will be analyzed and compared in order to determine relative effectiveness in varying contexts. While descriptive and qualitative data are useful for making operational improvements, the ultimate criterion for evaluation must be, "What effect is the Add-on Reading Endorsement Program having on student achievement?" In order to continually improve program quality, the evaluation will be ongoing and aligned with the Professional Development Evaluation Protocol as outlined in the following matrix:

	Evaluation Questions	PDEP Standard	Data Sources	Instrumentation	When?
Delivery	How many teachers satisfactorily completed the coursework required for Reading Endorsement?	1.2.2	Program Instructors	Descriptive data: Number and percentage of completers Number and percentage of out-of-field	Each semester
	Did the instruction use learning strategies appropriate to the intended goal that apply knowledge of human learning including modeling of effective teaching practices?	1.2.3	Participant perception	Feedback Survey	Annually
	Was the content relevant to the needs of classroom teachers?		Participant perception	Feedback Survey	Annually
Follow-up/ Implementation	Were acquired skills and knowledge transferred to classroom practice?	1.3.1	Administrator observation	Checklist of Competencies	Ongoing with annual data compilation beginning Y 2
	Were program participants offered ongoing support through school-based learning community activities, coaching, and/or web-based resources?	1.3.2 1.3.3	Program Participants School /District Professional Development Plans	Focus Group Document Review	Annually
Impact	What were the documented changes in student performance related to this training?	1.4.2	Student achievement documentation	Student Achievement Data including FSA Reading scores, assessments from Multiple Measures, 2 nd Edition and district assessments that may include DIBELS, Stanford 9, Woodcock Johnson, Slosson Oral Reading Test, F.A.I.R. Assessments and/or Peabody Picture Vocabulary.	Annually beginning Y 2
	Have program participants been encouraged and supported in conducting scientific-based research that studies student achievement as it relates to instructional practices developed through reading endorsement coursework?	1.4.4 3.4.3	Participant artifacts & self- report	Review of Scientific-based Research Projects	Annually beginning Y 2
Management/Co-st	Are records of Component completion kept in an accurate and up-to-date manner?	3.2.7	District Artifacts	Review of Administrative Records	Annually

	Has the program been reviewed for cost effectiveness?	3.4.6			
	Have evaluation results been used to improve program design and implementation if indicated?	3.4.5			

VII. MANAGEMENT:

A. Candidate Application and Admission

The district staff development director will be responsible for application, admission, and final verification of completion of the Add-on Reading Endorsement Program and submission of appropriate paperwork to the Florida Department of Education.

Participants must be currently employed by a PAEC member school district. In order to be admitted, an individual must hold a valid temporary or professional certificate based on a bachelor's degree or higher with certification in an academic, degreed vocational, administrative or specialty class coverage. Candidates with temporary certificates must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. All candidates for the Add-on Reading Endorsement must fill out an initial application for the program, using Form A, found in Appendix II, and submit it to the District Office of Certification.

B. Attendance Requirements

Component instruction will take place for indicated hours at convenient sites during or after school hours during the school year and throughout summers. Attendance at all sessions is mandatory. Reading Endorsement candidates must participate in each in-service component for the appropriate time requirement to receive the total in-service credit awarded by the component. In case of serious illness or extreme emergency, the instructor will work with the student to ensure that required class hours are satisfied.

C. Transfer and Utilization of Credit

Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements. College courses approved by the state and aligned with a complete competency can be converted to in-service points. An official college transcript must be provided by the applicant to the district Office of Certification. The district will use Form C, found in Appendix II, to transfer college credit.

It is the responsibility of the district to review a transcript for recentness of credit for reading courses that meet competency indicators. See Florida Department of Education – Approved Options for Obtaining Reading Certification.

In-service credit earned in other school districts may be applied to the reading endorsement program provided that the component completion was earned as part of an approved Add-on Reading Endorsement Program.

D. Certification of Completion

When a participant completes all Reading Endorsement Requirements, thereby demonstrating mastery of competencies and specific indicators, the participant will notify the district designated Reading Endorsement contact. The following forms will then be submitted to appropriate district staff for approval:

1. Form B-1,
2. Form C, if college credit is applicable,
3. Form D (Competency 5 Practicum Checklist or Official Transcript Verification), and
4. **ePDC** Reading Endorsement Transcript

The PAEC appropriate staff will verify completion and return to the district office for submission to the Florida Department of Education.

VIII SCHOOL BOARD APPROVAL:

The Reading Add-on Endorsement Plan will be submitted to the individual school districts for approval.

C. Matrix:

FOUNDATIONAL READING SKILL: **COMPREHENSION**

Competency 1: Foundations of Reading Instruction

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Competency 2: Application of Research-Based Instructional Practices

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading.

Teachers will engage in the systematic problem-solving process.

Course Number and Name of Course	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
01-013-006: Foundations of Reading Instruction 01-013-007: Application of Research-Based Instructional Practices	Article: <i>Young Children's Oral Language Development - Reading Rockets</i> Article: <i>Role of Early Oral Language in Literacy Development</i> by Shanahan & Lonigan Teaching Reading Sourcebook, 3rd Edition by Bill Honig, Linda Diamond & Linda Gutlohn. Chpt 1: <i>The Big Picture</i> Teaching Reading Sourcebook: <i>Introduction to Comprehension VI</i> - Pgs. 609 – 617	1.A.1	Understand that building oral and written language facilitates comprehension.	1.A.1 - Curriculum Study Assignment: -View PowerPoint -Read Hand Outs (HOs): <i>Young Children's Oral Language Development and Role of Early Oral Language in Literacy Development</i> -Discuss the two articles with peers to develop a greater understanding of how to build oral and written language. Answer <i>What is oral language, elements, purpose and teaching oral language?</i> -Reflect upon current practice and how to provide more authentic opportunities for language experience and text discussion in daily instruction. -Review Rubrics: Written and Oral language, K-5 & LAFS Speaking and Listening Standards. Discuss how to incorporate into daily instruction. Identify methods to promote oral and written language to facilitate comprehension.	*Participants complete a portfolio that includes assignments, research, student artifacts, assessments, reflections for Competencies 1 & 2. *Summarize key points of HOs for portfolio. *Participants complete a case to demonstrate understanding of strategies to build oral and written language to facilitate comprehension. *Participants maintain a reflection journal (RJ): Reflect upon current practice and how to provide more authentic opportunities for language experience and text discussion in daily instruction.
		2.A.2	Use both oral language and writing experiences to enhance comprehension.	View PowerPoint Read Chpt 1: <i>The Big Picture</i> . Identify	

	Article: <i>Specific Ways to Use Webb's Depth of Knowledge in Class</i> – Marcus Guidy/Prodigy HO: Cognitive Task Levels	2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	key points. Discuss and Reflect upon the information in terms of one's teaching of reading.	of language structure and how each relates to comprehension. <i>*Participants will job-embed their understanding of reading as a process and apply the principles.</i> * *Compare/contrast the differences between social and academic language vs spoken and written.
	I Read It, But I Don't Get It - Cris Tovani: Chpt 2: Article: <i>Making It Stick: Memorable Strategies to Enhance Learning</i> – Reading Rockets Article: <i>Multisensory Teaching – Meaning & Importance</i> – Reading Rockets Teaching Reading Sourcebook: Pgs. 634 -635 & 682 – 684 Teaching Reading in Social Studies, Science & Math – Laura Robb; Chpt 1	1.A.2*	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.3	Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).	View PowerPoint Read: <i>Letting the Text Take Center Stage</i>. Summarize and report assigned sections focusing on effective vs ineffective practices.	
		1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	View PowerPoint Complete: Survey of Knowledge: The Reader, Text and Activity. Discuss Read: Introduction to Comprehension	Reflection Journal (RJ): Reflect and discuss how text features impede comprehension. Identify the characteristics of text complexity.
	Teaching Reading Sourcebook: <i>Introduction to Comprehension VI</i> - Pgs. 609 – 617 WIDA Article: <i>SLIFE: Students with Limited or Interrupted Formal Education</i>	1.A.5	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.	View PowerPoint Read HO: <i>Cognitive Task Levels: Webb's Depth of Knowledge</i> Complete Analyzing Features of Text Complexity worksheet with provided text.	Discuss why the reader's characteristics are important. Identify why they must be taken into consideration during instruction.
		1.A.6	Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.	Read: Tovani, Chpt 2: <i>I Read It, But I Don't Get It</i> and HOs: What is Literary Text; What is Informational Text?	Create 2-3 learning tasks for each cognitive target for a literary and informational text. Use the text complexity rubric to analyze a literary

	WIDA HOs: CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain	2.A.5	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.		and informational text to identify complexity levels. Create a presentation that defines the importance of integrating multisensory instruction and activities into daily instruction. Design a reading lessons that includes 3-5 multisensory strategies. Teach lesson. Provide reflection .
		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. ★		
	Assessing Reading: Multiple Measures, 2nd Edition by Linda Diamond and B.J. Thorsnes	1.A.7	Understand the reading demands posed by domain specific texts.	View PowerPoint Read assigned section of Teaching Reading in Social Studies, Science and Math: Chpt 1 to identify and discuss content reading issues: assumptions, roadblocks, challenges and characteristics of transmission and constructivist models with table groups.	Reflection Journal: Why is it important for students to know that all texts are not read in the same manner? Teams/individuals present or create poster/handout with key findings and strategies identified to assist students with overcoming challenges and obstacles that include multisensory instruction and activities.
		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. ★		
		1.A.8	Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	View PowerPoint Read: Teaching Reading Sourcebook: Introduction to Comprehension VI - Pgs. 609 – 617 Complete: ELL Survey of Knowledge and discuss	Identify what good readers do before, during and after reading. Identify different types of supports for ELLs. How do these supports help <i>all</i> students? Discuss how idioms pose problems/barriers for ELLs. Choose two idioms and develop lesson for students to act out and/or create a visual representation for the literal meaning, using props and gestures. Teach lesson. Reflect upon the lesson, identify problems or barriers ELLs faced, include supports provided to overcome. Participants create two fix-it up lesson plans for selected text that includes
		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.8	Model a <u>variety</u> of strategic activities students can use to foster comprehension monitoring and self-correcting. □		
		1.A.9	Understand how <u>English language learners'</u> linguistic and cultural background will influence their comprehension.		

		2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.		multiple student strategies for monitoring comprehension and self-correcting that targets all students, especially struggling readers and ELLs. (See SB: <i>Click or Clunk</i> , Pg. 616 and WIDA HOs: <i>Differentiate with Supports and Differentiating Language While Maintaining Higher Order Thinking Opportunities</i> lesson planning worksheets.) Present lessons for feedback. *Compare and contrast the differences between social and academic language vs spoken and written. *Identify methods to promote language across texts and classroom experiences. RJ: Personal reflection
		1.A.10	Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	View PowerPoint Complete Formative Assessment Quiz	*Use data from a variety of formative assessments: <i>iReady</i> , running records, phonological screeners and plan targeted instruction (See <i>Multiple Measures</i> for a variety.). *Examine class composite FSA data. Identify strengths and needs, include targeted instruction for class, groups and individual students. *Identify strategies to improve current practices. RJ: Summarize key points of readings. Reflect: Which formative assessments do you use or plan to? What have you learned about informative and summative assessments? *Continue work on case study.
		2.A.9	Recognize, describe, and incorporate appropriate comprehension assessments to <u>guide instruction</u> . □	Discuss differences between formative and summative assessments, include different types of each.	

FOUNDATIONAL READING SKILL: ORAL LANGUAGE					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Teaching Reading Sourcebook, 3rd Edition , Chpt. 2: <i>Structure of English</i> Article: <i>Role of Early Language in Literacy Development:</i> Shanahan & Lonigan Teaching Reading Sourcebook, 3rd Edition , Chpt 1: <i>What is Academic Language?</i> Article: <i>Academic Language in Diverse Classrooms</i> – Gottlieb & Ernst-Slavit WIDA HOs: CAN DO	1.B.1	Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	View PowerPoint *Complete Phonological Awareness (PA) Pre/Post Survey of Knowledge *Read: <i>Structures of English</i> *Review types of PA from the continuum *Video: <i>Sounds of English</i>	*Identify the type of phonological awareness skill presented on the PA activity cards. Identify which PA activities include multisensory tasks, identify the specific senses targeted. *Participants practice producing individual sounds of English with a partner <i>*Participants will job-embed their understanding of reading as a process and apply the principles.</i>
		1.B.4	Understand that the variation in students' oral language exposure and development requires differentiated instruction.	*View PowerPoint *Read: Role of Early Language in Literacy Development	*RJ: What is the role of oral language in today's classrooms? *How do we support students with poor language skills, including ELLs ? How do we increase their oral language? *Discuss reflection with partner/table group. *Develop 2 lessons, teach the lessons, provide detailed reflection of what worked well/didn't, etc., include student work.
		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). ★		

	<i>Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</i>					
	Teaching Reading Sourcebook, Chpt 2 – Structures of Spanish Article: Reading Rockets: Types of Informal Classroom-Based Assessments: The Role of Oral Language in Literacy Development	1.B.2	Understand the differences between social and academic language.	*View PowerPoint *Read HOs and Identify: -Differences between social & academic language -Roles of academic lang. -Dimensions of Academic language -Different language perspectives -What speakers and writers do *Review WIDA HOs for supports and strategies by domains and sensory activities.	*List activities from your classroom that highlight the use of social and academic language. *Discuss and Identify which involves written text vs. oral language. *Discuss and Identify strategies that will foster academic language. *Discuss and Identify strategies that will be implemented based on knowledge gained. *Provide detailed outline of how strategies will be taught.	
		2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts.			
		1.B.3	Understand that writing enhances the development of oral language.	*Review stages of oral vs written language stages *Review the Matthew Effect *View PowerPoint	*Discuss how each stage of oral language vs written differs and compliments each other. *Describe the Matthew Effect. *RJ: Reflect and Discuss upon the obstacles during the Morning Routine activity with retrieving words/language due to the limits provided. *How did you feel? Smart? Dumb? Frustrated? Embarrassed? *Reflect on survey results. *Identify key points of Spanish letter/sound system, sound/spelling sequence, syllable types and patterns, English/Spanish language differences, cross language transfer and positive/false cognates.	
		2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). □			
		1.B.5	Recognize the importance of English language learners' home languages, and their significance for learning to read English.	*Complete and Discuss the WIDA ELL Survey *Complete the Morning Routine Activity *Read Structures of Spanish		*Analyze samples of oral language formal and informal assessments to determine what each assessment measures , include the appropriate next steps for instruction *Continue work on case study.
		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. ★			
		1.B.6	Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	*View PowerPoint *Discuss: The Role of Oral Language in Literacy Development and how to assess it.		
		2.B.5	Recognize, describe, and incorporate appropriate oral language assessments <u>to guide</u> instruction. ★			

FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Teaching Rdg. Sourcebook; Ch. 1 Article: <i>Phonemic Awareness</i> - Honig, Diamond& Gutlohn Assessing Reading: Multiple Measures, 2nd Edition by Linda Diamond and B.J. Thorsnes Article: <i>Just the Facts: Dyslexia Assessment: What is it and how can it help?</i> by International Dyslexia Assoc. Video: <i>Phonological Awareness</i> Article: <i>Phonological Awareness and Writing</i> Teaching Reading Sourcebook: - <i>Word Structure</i> - <i>Letter Knowledge</i> - <i>Structure of Spanish</i>	1.C.1	Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	*View PowerPoint *Complete Phonological Awareness (PA) terms survey of Knowledge-pre/post *Review each type of phonological awareness skill. *Read: Professional paper phonemic awareness *Read: Just the Facts: Dyslexia Assessment: What is it and how can it help? *View Video: Phonological Awareness *Read, Study and Practice: <i>Multiple Measures: CORE Phonological Segmentation Test</i>	<i>*Participants will job-embed their understanding of reading as a process and apply the principles.</i> *Use phonological awareness activity cards to identify the type of skill from PA Continuum. *Identify the <i>multisensory</i> tasks for each activity, including senses used. RJ: How would the activities be adapted to support ELLS? *Groups/individuals discuss and report what they learned about phonological awareness in the primary classroom. *Groups/individuals create a 20 word, or less, summary defining dyslexia add to RJ. *Answer following questions: What is Dyslexia? How is it identified? What to expect? When is the best time to assess? Use the early writing continuum to identify the correct state of writing the students are performing in, including matching to phonological awareness placement. *Practice administering Phonological Segmentation Test with partner. *Administer to 3 students Phonological Segmentation Test. Analyze results and plan instruction. *Continue work on case study.
		1.C.2	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).		
		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). ★		
		1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading	*View PowerPoint *Read: Phonological Awareness and Writing	*Identify visually similar, phonologically similar and phonologically and visually similar letters.

	HO: Phonological and Phonemic Awareness cards. Article: <i>Elements of Effective Instruction: Phonological Awareness</i>		development.	*Video: Sound production, pronunciation and sounds of English, Word Structure, and Letter knowledge. *Teachers practice in teams of 3 producing the sounds of English, with focus on stop sounds and articulating sounds without distortion. *Review: Structure of Spanish: Positive and false cognates, *Review: Positive, negative and zero phonics elements transfer to English.	*Reflection Journal: Answer following questions: Why should teachers be aware of this? How is it problematic for students learning to read? How do we prevent it from impeding learning to read? Write the name of each letter of the alphabet. What do you notice? *Identify sounds of English that ELLS would find difficult. *Practice producing sounds without distortion. Participants record themselves and analyze their sound production with cell phones. Reflect upon their production of sounds in RJ. Share. *Practice administering Phoneme Deletion & Segmentation Tests with partner. *Administer to 3 students Phoneme Deletion & Segmentation Test. Analyze results and plan instruction. *Choose 2 areas from the phonological awareness continuum to design two lessons for each: 1) oral, 2) with print. Include multisensory tasks with each: identify senses used. *Review survey of knowledge results. *Summarize new info learned and best practices in RJ. *Continue work on case study.
		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). □		
		1.C.4	Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).	*Read, Study and Practice: CORE Phoneme and Segmentation Tests	
		1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.		
		2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development. ★		
		1.C.6	Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	*View PowerPoint *Read: Phonological Awareness Continuum *Review Exs: PA Activity cards *Read/Review HOs: Elements of Effective Instruction: Phonological Awareness	
		2.C.5	Recognize, describe, and incorporate appropriate phonological awareness assessments <u>to guide instruction.</u> ★		
FOUNDATIONAL READING SKILL: PHONICS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment

Teaching Reading. SB- Section III: <i>Decoding word recognition</i> Teaching Reading SB: Ch. 6: Phonics Ch. 7: Irregular Word Reading Ch.8: Multisyllabic Word Reading HO: <i>Spot & Dot</i> by Dr. Wendy Cheyenne Assessing Reading: Multiple Measures, 2nd Edition by Linda Diamond and B.J. Thorsnes	1.D.1	Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	*Complete: Phonics Survey of Knowledge *Read: Teaching Reading. SB- Section III: Decoding word recognition. *Analyze: The Adams Model of Skilled Reading and Ehri's Phases of word recognition development in Section III. Read: Teaching Reading SB Ch. 6: Phonics Read, Study and Practice: CORE Phonics Surveys/Assessment	*Participants will job-embed their understanding of reading as a process and apply the principles. *Groups/individuals create presentation for key information found in Section III. *Groups/individuals analyze samples of student work to determine which phase (from Ehri's) each student places. *Reflect upon how this knowledge guides instruction. Share. *Review and correct Phonics Survey of Knowledge incorrect responses. *Practice administering CORE Phonics Surveys *Continue work on case study.
	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. □	*View PowerPoint *Analyze: Phonics Elements (sound/spelling categories). *Compare with the sounds of Spanish. Identify which sounds are same/different for production and spellings. *Review: 20 Most Common Greek and Latin Roots used in English texts. *Compare with the Spanish language. *Review: 20 most common Affixes	
	1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	*Read HO: Phonics Stages of Spelling *Review: Scope & sequence of phonics instruction	
	1.D.3	Understand structural analysis of words.	*Read: Chpt 8 – <i>Multisyllabic Word Reading</i> *Study the 4 common blending routines *Read and Practice: Spot & Dot (4 basic syllabication rules)	
	1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.		
	2.D.3	Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence		

			strip words, phrases, and pocket charts). ★		*Create 2 explicit phonics lessons following sequence of phonics instruction for 2 students from samples analyzed. (Include all the basic principles). Identify how each lesson differentiates for each student, reasons for instructional focus. Include student data to support differentiation and multisensory tasks to enhance learning. *Provide how writing and oral language was integrated into the lessons to enhance phonics instruction. Include analysis of student work.
		1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	*View PowerPoint * Review and study: Types of Phonics Screeners -Letter naming -Individual sound -Nonsense words *Reflect on the Phonological Awareness measures administered earlier in the competencies.	*Practice administering with partner. *Identify what each assessment assesses, why and when to assess and next steps. Describe how the assessments are administered.
		2.D.4	Recognize, describe, and incorporate appropriate phonics assessments to guide instruction. ★		*RJ: What types of tests are used to assess phonics knowledge and dyslexia? What areas of poor performance are thought to suggest dyslexia? *Continue work on case study.
FOUNDATIONAL READING SKILL: FLUENCY					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Teaching Reading Sourcebook: Ch 3: Fluency Article: Connecting Reading Fluency & Oral Language for Student Success Article: Fluency: The	1.E.1	Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	*View PowerPoint *Complete: Fluency Anticipation Guide *Read: Ch. 10: Fluency *Review: Methods for Building Fluency *Review: Repeated oral reading methods	*Participants will job-embed their understanding of reading as a process and apply the principles. *Summarize key points of Ch. 10. *RJ: Which of the 3 fluency elements is the most important? Why? Discuss *Which methods for building fluency do you currently use from <i>Methods to Building Fluency</i>?
		2.E.1	Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression,	*Jigsaw Article: Connecting Reading Fluency & Oral Language for Student	

<i>Bridge from Decoding to Reading Comprehension</i> Assessing Reading: Multiple Measures, 2nd Edition by Linda Diamond and B.J. Thorsnes Teaching Reading Sourcebook: Alaska Adventure Teaching Sourcebook: Ch. 9: Fluency Assessment and Ch 10: Fluency Instruction		rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.). □	Success	*How will you incorporate repeated oral reading methods in your class? Identify methods, including why chosen. *Reflect and answer: How does fluency directly affect comprehension of text? *Create chart depicting key elements of article from assigned section. *Complete a Gallery Walk.
	1.E.2	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.	*View PowerPoint *Read: Fluency: The Bridge from Decoding to Reading Comp. *Read: Sentence Tunes *Review and Study: Phrase-Cued Text Reading with <i>Alaska Adventure</i>	*Choose 2 repeated oral reading methods and texts to demonstrate each with partners. *Practice with partner/group how stressing different words in a sentence changes meaning and how the meaning evolves with HO: Sentence Tunes. *Independently mark text, <i>Alaska Adventure</i>, using phrase-cued coding method. Each person reads their coding to partner/group. Compare each's coding. Identify if each coding maintained meaning or changed it. *Teach phrase-cued coding to class/students. Each student reads their coding to a partner. Compare each's coding. Identify if each coding maintained meaning or changed it. Analyze class/students' phrase-cued coding to identify fluency instruction. Add analysis to RJ. *Continue work on case study.
	2.E.2	Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). □		
	1.E.3	Understand the relationships among fluency, word recognition, and comprehension.	*Watch Video and/or Observe Model: Passage reading, how to score errors and analyze the errors. *Review: Hasbrouck & Tindal's <i>Oral Reading Norms</i> *Read: Ch 10: Fluency Instruction * View PowerPoint	*Teachers record errors from video or model passage reading. *Provide brief description of fluency skills, types of errors and next steps from video or model with partner/group. *Use Hasbrouck & Tindal oral reading norms to identify reading rate and percentile. *Administer ORF with 3 students.
	2.E.3	Recognize, describe, and incorporate appropriate fluency assessments to guide instruction. □		

					Record and analyze errors. Identify fluency supports and instruction needed.
		1.E.4	Understand that both oral language and writing enhance fluency instruction.	*Explore reading practices to improve fluency, such as, repeated readings, phrase-cued, partner, radio, echo, reader's theatre reading. Provide samples of each.	*RJ: How does repeated readings such as, Readers Theatre, Echo and phrase-cued text reading affect fluency? *Create a fluency handout to share the importance of fluency instruction providing strategies to improve for peers, parents and teachers.
		1.E.5	Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	*View PowerPoint *Read: Ch. 9: Fluency Assessment *Review: Methods for Building Fluency *Review: Repeated oral reading methods *Review: Hasbrouck & Tindal oral reading norms	*Examine 3 students oral reading fluency date. Chart data (ORF) scores and plot aim line. *Identify weekly increase (goal) for each student. Identify number of weeks to reach 75% *Continue work on case study.

FOUNDATIONAL READING SKILL: VOCABULARY

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Teaching Reading Sourcebook: Section V, Vocabulary - Chpts 11-13: <i>11 - Specific Word Instruction</i> <i>12 - Word Learning Strategies</i> <i>13 – Word Consciousness</i> Article: A Focus on Vocabulary: Lehr & Hiebert Words Their Way, Ch	1.F.1	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.	*View PowerPoint *Complete and Discuss: Vocabulary Survey of Knowledge *Read: Section V: Vocabulary *Read article: A Focus on Vocabulary *Use Alaska Adventure text: Choose words that will need to be taught based on the 3 tiers. *Review Ch. 1: Structures of English *Review types of PA from the continuum	*Participants will job-embed their understanding of reading as a process and apply the principles. *RJ: Why the concern about vocabulary? *Explain how reading can improve expressive and receptive vocab, including oral language, listening, reading and writing. *Teams read, record key findings from assigned reading from <i>A Focus on Vocabulary</i> . Each team presents findings. A combined summary is created for the presentations. *Based on the Three-tier system, choose 3 two-tier words from <i>Alaska Adventure</i> text for instruction that
		2.F.1	Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). ★		
		1.F.2	Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).		

	3 by Bear, Templeton, et al HO and Activity: <i>Word Part Clues...Meaning or Not?</i>	2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.		focuses on morphemic analysis, including identifying Greek and Latin roots. Explain how this assists with determining meaning of word(s) and supports comprehension. Explain reasoning for why words were chosen to teach from <i>Alaska Adventure</i> . *Continue work on case study.
		2.F.4	Provide an environment that supports wide reading of print and digital, both information and literary to enhance vocabulary.	*Describe a print rich environment that provides multiple variety of genres of text to encourage reading and enhance vocabulary, including digital texts. Take photos of your print rich classroom and include in portfolio.	*RJ: Evaluate your print rich classroom based on following: -Does it provide a wide variety of genres? -Does it provide books from a wide array of topics? -Does it offer texts for ELLs? -Does it provide digital text opportunities? Identify the steps ensure your classroom supports and encourages WIDE reading. Provide photos.
		2.F.5*	Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. □	*View PowerPoint *Read: Ch. 11 Specific Word Instruction: Identifying Primary Goal of Word Instruction: Selecting Words for ELLs and Word Tiers; Suggested Teaching Methods for ELLs; *Read: Ch. 12: <i>Word Learning Strategies</i> : Cognate Awareness and Categories of Cognates in English and Spanish *Study Adams Model of skilled reading-semantic processor *Read: Ch. 13 <i>Word Consciousness</i> : Elements of Semantics, metaphors, similes, hyperbole... *HO/Activity: <i>Concrete vs Abstract Meaning?</i>	*Discuss the connection between vocabulary and comprehension. *Identify the Tier 3 words and words that could be an advantage and/or problematic for ELLs. Provide reasoning behind choices. *Alaska Adventure passage: Individually choose the 8 most important words that reflect meaning of text. Share words with table partners *Come to a group consensus upon the 8 most important words that convey meaning of passage <i>Alaska Adventure</i> . Write a 25 word or less summary for the passage <i>Alaska Adventure</i> utilizing the 8 words . Share words and summaries. *RJ: Reflect and discuss the number of readings completed with the <i>Alaska Adventure</i> passage. Identify the number of readings and the different
		2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). □		
		2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).		
		1.F.3	Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).		

					purposes. How does this practice support vocabulary growth, fluency and comprehension? Identify multisensory tasks included in each task. *Complete: <i>Concrete vs. Abstract Meaning?</i> Activity: Identify words with multiple meanings. Identify how this is problematic for students, especially ELLs. *Using text samples provided identify different elements of semantics, metaphors, similes or hyperbole to teach. Develop a lesson and teach to class/students. Reflect on effectiveness of lesson. Support with student work.
		1.F.4	Understand the domain specific vocabulary demands of academic language.	*View PowerPoint *Review: <i>Teaching Reading Sourcebook</i>, Ch.11: Specific Word Instruction *HO and Activity: <i>Word Part Clues...Meaning or Not?</i>	*Word-part clue evaluation. Identify how prefixes change meanings of words. *Identify if words provided have a prefix: changes meaning, doesn't, etc., example, uncle.
		1.F.5	Understand that writing can be used to enhance vocabulary instruction.	*View PowerPoint *Review: <i>Teaching Reading Sourcebook</i>: Ch.12: Word Learning Strategies: Types of helpful and unhelpful context clues	*Review provided texts and identify the helpful and unhelpful context clues and text features.
		2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). □	*View PowerPoint *Review: <i>Teaching Reading Sourcebook</i>: Ch.11: Specific Word Instruction *Review: <i>Words Their Way</i>, Ch.3 Making Words	*Participants practice making word lessons in groups of 4-5. *Create a making word lesson that targets specific phonics/spelling skill for each word sort lesson Teach the lesson. * RJ: Reflect upon the effectiveness of lesson. Support with student work. *Create two word sorts: 1) Social Studies; 2) Science. Identify the different ways the words could be sorted. Have students' sort. Analyze how students' sort. Identify next steps for instruction.

		1.F.6	Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	*View PowerPoint *Review: Words Their Way: Word Sorts and Spelling Inventories	*Administer a grade-level appropriate spelling inventory to class. Score and analyze results. Identify focus for instruction. *Create an open and closed word sort for semantic categories. Have students' complete sorts. Identify how students completed sorts. Present key findings. Support with student work. *Brainstorm with partner or table group a list of words based on the following categories: geography, human body, holidays, bodies of water, desserts, boats, dogs. Choose three of the brainstormed categories and sort words into the 3 tiers, for example, Tier 1) knee; Tier 2) kneecap; Tier 3) patella. *Create a semantic feature map, using one of the semantic word maps provided. Such as a map for how desserts are eaten, with a fork, spoon, fingers, tongue, straw, etc. Identify how this activity would support students, especially ELLs. *Continue work on case study.
		2.F.8	Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction. ★		

FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Articles from Colorin Colorado: <i>Academic Language & ELLS: What teachers need to know</i> <i>What is the Difference Between Social & Academic English?</i> Video: <i>Social vs Academic Language</i> (Cindy Lundgren) Teaching Reading	1.G.1	Identify language characteristics related to social and academic language.	*View PowerPoint *Read articles: Academic Language and ELLS: What Teachers Need to Know and What is the Difference Between Social and Academic English? *Watch Video: Social vs Academic language (Cindy Lundgren)	*Participants will job-embed their understanding of reading as a process and apply the principles. *Read assigned sections of articles. Identify key terms and points. Share with group. *Use discussion questions as talking points to develop group presentations. *Include in presentations key terms, main ideas and instructional strategies that supports students, including accommodations for ELLS. *RJ: Reflect and discuss video. How

	Sourcebook: Ch. 2 Structure of Spanish Article: <i>Reading 101 for English Language Learners</i> by Colorin Colorado Articles from FIS (Frankfort International School): <i>The English Language and The Differences Between English and French</i> Article: <i>Home Language, School Language</i> by Action Alliance for Children WIDA HOs: <i>CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</i> Article: <i>Accessing Skill Toward Successful Writing Development</i> Pink and Say by Patricia Polacco Article: <i>Speaking & Listening in Content</i>				will you incorporate into your classroom instruction? *Continue work on case study.
		1.G.2	Identify phonemic, semantic, and syntactic variability between English and other languages.	*View PowerPoint *Read articles: <i>The English Language and The Differences Between English and French.</i> *Review: English/Spanish Language Differences: Positive/Negative Transfer; Cognates *Read Article: <i>Home Language, School Language</i> by Action Alliance for Children *Review WIDA article: Features of Academic Language	*Using information provided from the articles, identify the most common errors that cause difficulty for ELLS learning English. Identify strategies and supports to use during instruction. *Create with partner/table group a brochure explaining the importance of home language while learning a second language. Share brochures.
		2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development.		
		1.G.3	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.	*Discuss the 6 major components of reading and the barriers to reading development for ELLS , students of poverty and with learning disabilities and dyslexia .	*RJ: Reflect upon your students with needs. Where and why does reading break down? What barriers need to be removed?
		2.G.1	Apply comprehensive instructional practices, including writing experiences that integrates the reading components. ¶	*View PowerPoint	*Choose a literary <i>and</i> informational passage: Individually choose the 8 most important words to teach. Share with table or online partners. Compare lists and come to consensus upon 8 words, creating only ONE list of 8 words. *Write a 25 word or less summary of the passage utilizing the 8 words. *Discuss how this type of activity would enhance student vocabulary knowledge, comprehension and writing.

	Area Learning- Fisher & Frey FSA and FLKRS Date	1.G.4	Understand the impact of oral language, writing, and an information intensive environment upon reading development.	*Review articles, Sourcebook and portfolio artifacts of how oral language expands students reading comprehension and writing.	*RJ: Respond to the following: How does the learning environment impact reading development and comprehension? How does your classroom support oral language, writing and reading? Are there needed changes to your classroom? Identify the changes.
		2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading). □	*Review articles, Sourcebook and portfolio artifacts of how to create print rich classroom environments with diverse libraries from a variety of genres, student interests, primary documents and current and historical events in both print and digital texts.	*RJ: Reflect and Discuss: What is an information intensive environment? How will you ensure your classroom is information intensive? What research-based guidelines will you use to ensure your classroom offers books that are appropriate and speak to all students.
		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).		
		1.G.5	Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.	*View PowerPoint *Review: Section VI Comprehension Fundamentals *Review following: • Before, during, after strategies • Comprehension strategies • Metacognition • Click or Clunk	*Select a content passage from a classroom textbook, identify the reading demands , areas of challenge (vocabulary, etc.) and barriers for ELLS and students with disabilities . *Identify the supports you will provide to ensure all students have access to text. *Create a lesson for the content passage that focuses on each item from above with fix up strategies. *Teach lesson. *RJ: Reflect and discuss the effectiveness of instruction with student work to support.

		2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes). □	*View PowerPoint *Introduce participants to the NY Times What's Going on In This Picture? *Facilitator Models a close reading of photos and text from <i>Pink and Say</i> . *Participants practice close reading with photos and text.	*Choose a photo and a short passage and develop a close reading lesson for each. *Teach lesson. *RJ: Reflect and discuss the effectiveness of instruction with student work to support. *Identify and discuss any changes you would make to future lesson.
		1.G.6	Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	*Examine 2 years of FSA or Reading for Kindergarten (FLKRS) state data for your district/ school/ grade.	*Identify areas of growth needed from FSA or FLKRS data from your district/school/grade based on your current teaching assignment. *Summarize changes from one year to the next, highlighting growth, declines, including student groups. *Identify the next steps for district, school, grade, and your instructional practice. <i>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competencies 1 and 2.</i> <i>*Complete and present case study for approval.</i> <i>*Participants will job-embed their understanding of reading as a process and apply the principles.</i> <i>*Participants complete all assigned reflections.</i>
		2.G	Triangulate data from appropriate reading assessments to guide instruction. ★		

Competency 3: Foundations of Assessment

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students.
Teachers will engage in the systematic problem solving process.

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
01-013-008: Foundations of Assessment	What teachers need to know about assessment. (Rudner, L.M. & Schafer, W.D.) Florida Literacy and Reading Excellence Professional Papers (Just Read Florida!, 2013) Assessing Reading: Multiple Measures, 2nd Edition by Linda Diamond and B.J. Thorsnes	3.1	Understand and apply measurement concepts and characteristics of reading assessments.	a. Participants will administer a diagnostic assessment, analyze this data along with progress monitoring data and FSA scores. b. Participants will apply data results to create a prescription for reading issues that are discovered	<i>*Participants will maintain a cumulative portfolio of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 3 adding to Competencies 1 and 2 portfolios.</i> <i>*Participants will job-embed their understanding of reading as a process and apply the principles.</i> <i>*Participants will maintain a Pause and Reflect journal (RJ).</i> a. Participants will complete the Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 form, results of administered assessments, final case study turned in. b. In a "Pause and Reflect" journal, answer the question "What's next?"
	ESOL Testing http://www.apa.org/science/fairtestcode.html Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (National Reading Panel (NRP). (2000).	3.2	Understand the purposes of various <u>informal</u> assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	a. Participants will view a PowerPoint; participate in a discussion of various assessments both informal and formal available in each district. b. Participants will be introduced to "Assessing Reading Multiple Measures Revised 2 nd Edition." (CORE Literacy Training Series).	a. Participants will complete multiple informal assessments (Cloze/Maze) that will include a running record and reading fluency measurement on a student. b. Participants will fill in a multidimensional fluency chart and miscue analysis form. c. Participants collaborate and explain the purpose of using informal assessments to match reader with text.

	Measure for Measure. A Critical Consumers Guide to Reading Comprehension Assessments for Adolescents. (Leila Morsy, Harvard Graduate School of Education. Michael Kiefer, Teachers College, Columbia University. Catherine Snow, Harvard School of Education.)	3.3	Understand the purpose of various <u>formal assessments</u> including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	Participants will be presented with various terms including norm referenced and criterion-referenced	a. Participants will self-assess whether the words are Known, Unknown, Acquainted, through a kinesthetic activity requiring them to move to different locations around the classroom depending on their experience level with the assessment terms. b. Participants will complete a chart that requires them to link the terms with county utilized assessments.	
	Guiding Tools for Instructional Problem Solving. (Florida Department of Education, Bureau for Exceptional Education and Student Services) (2011).	3.4	Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.	Participants will be presented with various terms including reliability, validity and standard error of measurement.	Participants will self-assess whether the words are Known, Unknown, Acquainted, through a multisensory activity requiring them to move to different locations around the classroom depending on their experience level with the assessment terms. b. Participants will complete a chart that requires them to link the terms with district utilized assessments.	
	Performance Assessment: A Key Component of a Balanced Assessment System. (Douglas G. Wren, Ed.D, Assessment Specialist Department of Research Evaluation, and Assessment)	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).	Participants will be presented with various terms including quantitative and qualitative, screening, progress monitoring, diagnosis and outcome measures, to include the <i>DIBELS 8th</i> Edition to screen for reading disabilities to include Dyslexia.	Participants will self-assess whether the words are Known, Unknown, Acquainted, through a multisensory activity requiring them to move to different locations around the classroom depending on their experience level with the assessment terms. b. Participants will complete a chart that requires them to link the terms with county utilized assessments. c. Participants will administer <i>DIBELS 8th</i> Edition to screen for reading disabilities to include Dyslexia.	
	Accommodations (http://www.fldoe.org/esef/aasd/asp)					
	Florida Alternative Assessment (http://fldoe.fldoe.org/asp/altassessment.asp)	3.6	Analyze data to identify trends that indicate adequate progress in student reading development.	Participants will analyze Assessment Period (AP) 1 data, progress monitoring data and FSA data.	Participants will identify and determine the difference between their data scores results and analyze the score results that would indicate students making adequate yearly progress in reading	
	Basic reading inventory: Pre-primer through grade	3.7	Understand how to	Participants will be	Participants will use this book in addition to other	

	twelve and early literacy assessments. (Johns, J.) (2001) Characteristics of Effective Assessment Portfolios. (Adapted from Arter, J.S. and Spandel, V. (2002).) Using portfolios of student work in assessment and education. (<i>Educational Measurement: Issues and Practice</i>, 11(1), 36-44.)		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).	presented with <i>Assessing Reading Multiple Measures Revised 3rd Edition</i> . (CORE Literacy Training Series). Participants will also receive instructor provided materials and guidance in a variety of reading strategies to use to support student growth and achievement.	instructor provided resources to identify students' strengths, needs, and recommendations after each assessment given. b. Participants will complete a final case study of all these strengths needs and recommendations	
		3.8	Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	Participants will be presented with information about portfolios as a progress monitoring tool. b. Participants will receive guidelines for both the elementary and secondary reading curriculums for Good Cause Exemption portfolios.	Participants will identify different measures and strategies for reading improvement using their Pause and Reflect journal, in addition to artifacts to include in students' GCE portfolios.	
		3.9	Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	Participants will be presented with various concerns for each of the assessments when applied to ELL students.	In a "Pause and Reflect" journal, participants will identify issues of concern for each assessment when applied to ELL students.	
		3.10	Identify appropriate assessments and accommodations for monitoring reading progress of all students.	Participants will be informed of a number of reading assessments to monitor student progress. B. Participants will use the resource <i>Assessing Reading Multiple Measures Revised 2nd Edition</i> (CORE Literacy Training Series) to identify the appropriate	Participants will analyze the results of a variety of reading measures (phonological awareness, fluency, running records, etc.) to prescribe fix-it strategies for students. Participants will review assessments administered in Competencies 1 and 2 and case studies for further analysis .	

				assessment based on data.		
		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.	Participants will be presented with various scenarios to identify concerns for each of the assessments when applied to students on an IEP or 504 Plan.	Participants will use their Pause and Reflect journal to identify issues of concern for each assessment when applied to students on an IEP or 504 Plan. <i>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 3, adding to Comps 1 and 2 portfolios.</i> <i>*Participants will job-embed their understanding of reading as a process and apply the principles.</i> <i>*Participants complete all assigned reflections.</i>	
<i>Note: An official college transcript for coursework that meets Competency 5 requirements applies to competencies 1 through 5.</i>						

Competency 4: Foundations & Applications of Differentiated Instruction

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process.

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
01-013-009: Foundations and Applications of Differentiated Instruction	<i>The Differentiated Classroom: Responding to the Needs of All Learners</i> (Tomlinson, 1999) <i>Where Have All the Bluebirds Gone?</i> (Caldwell & Ford, 2002) <i>Understanding ESL Learners: Moving Toward Cultural Responsiveness-A Guide for Teachers</i> (ESL Council of the Alberta Teachers' Association, 2007) <i>Stages of English Language Acquisition</i> (Hill & Bjork, 2008)	4.1	Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.	a. Read article "Socio-cultural, Social – Political, and Psychological Variables". b. Participants will read and have dialogue with the facilitator and other participants about the article. c. This guide discusses the diverse backgrounds of English language learner (ELL) students and the need for understanding cultural differences and the nature of second language learning. Advice is provided on creating an active learning instructional model and a supportive environment where ELL students can create their own learning.	*Participants will maintain a cumulative portfolio of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 4 adding to Competencies 1, 2 and 3 portfolios. *Participants will job-embed their understanding of reading as a process and apply the principles. *Participants will maintain a Pause and Reflect journal (RJ). a. Demonstrate understanding by reading and summarizing in their reflective journal. b. Participants will describe how they differentiate reading instruction for all students through class discussion. c. Participants will be asked to pause and reflect on how they create a culturally responsive classroom within their reading instruction.
	<i>Overview of Second Language Acquisition Theory</i> (NREL, 2003)	4.2	Understand the stages of English language acquisition for ELLs and differentiate reading instruction for students at different levels of English language proficiency.	Participants will read and have dialogue with the facilitator and other participants about the theories of Second Language Acquisition.	Jigsaw groups will present the characteristics of the five language acquisition stages along with how to differentiate reading instruction for each level.
	<i>Cummins' Framework for</i>	4.3	Understand and apply current theories of second language	"Reading Supports for All", by J. Fitzgerald and M.F. Graves, December	Participants will read and discuss the article "Action Research Case Study

Evaluating Language Demand in Content Activities (Cummins, 1984) Differentiated Instruction for English Language Learners (Coelho, 2012) Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classroom (Blake & Pope, p.59-67, 2008) Fluency: The Bridge from Decoding to Reading Comprehension (Pikulski & Chard, 2003)		acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.	2004/January 2005, Educational Leadership, 62(4), pp. 68-71. Source: The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom (ASCD Facilitators' Guide, p.198-202)	Project with ELL Student".
	4.4	Identify factors impeding student reading development in each of the reading components or the integration of these components.	PowerPoint Activity: Participants read aloud in triads, 3 passages at different readability levels S2-8-S2-10. Complete anticipation guide to determine level of knowledge on the factors impeding reading development.	a. Participants observe and record reading behaviors during activity as a whole class. b. Participants will chart observations to explain the factors impeding student reading.
	4.5	Recognize how characteristics of both language and cognitive development impact reading proficiency.	PowerPoint identifies the affecting reading comprehension.	Participants will reflect on the factors that could affect students reading comprehension. a. How these factors manifest. b. How can teachers differentiate
	4.6	Recognize the characteristics of proficient readers to more effectively differentiate instruction.	Read a class scenario: Differentiation in a Science Classroom.	a. Record observations in the reflection log b. Class Discussion
Summary of Big Ideas-Explicit Instruction (Archer, 2010)	4.7	Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities	Power Point Presentation that outlines the differences between successful and struggling readers in the area of word study, fluency, vocabulary and comprehension.	Complete chart that will delineate between struggling and successful readers and the strategies that they will use.
Florida Literacy and Reading Excellence Professional Papers (Just Read Florida!, 2013)	4.8	Select and use developmentally appropriate materials that address sociocultural and linguistic differences.	Information provided via a PowerPoint that addresses the cognitive and reading developmental stages from birth through adulthood.	a. Read and reflect with a written summary of session highlights by completing the questions provided. b. Describe the different theories and how they apply to differentiated instruction.
"Reading Supports for All", (Fitzgerald & Graves, p.68-71, 2005)	4.9	Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for	a. Power Point presentation that addresses the different scaffolding strategies by planning for more explicit and systematic instruction.	c. Read and Reflect on how to plan and implement centers that are created using assessment data and students' interest.

	The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom (ASCD Facilitators' Guide, p.198-202)		individuals and small groups.	b. Participants read about how to embed assessment so that appropriate levels of instruction can be provided.	d. Integrate multisensory components to plan instruction based on individual student needs.
		4.10	Differentiate reading instruction for English language learners with various levels of first language literacy.	PowerPoint Presentation that addresses the factors that impede development for ELL with various levels of first language literacy.	Participants will work in small groups to develop activities that will target factors impeding comprehension based on levels of first language literacy.
		4.11	Scaffold instruction for students having difficulty in each of the components of reading.	PowerPoint Presentation that includes research by "Graves and Braaten (1996) focusing on scaffolded instruction and how it is implemented in the classroom.	a. Participants will critique sample lessons and address the level of support students need. b. Plans will be revised to provide explicit and systematic instruction.
		4.12	Implement a classroom level plan for monitoring student reading progress and differentiating instruction.	PowerPoint Presentation will provide information on the data sources that can be collected in the classroom to monitor student reading progress.	In small groups, participants will develop a plan to monitor students' progress focusing on fluency and comprehension.
		4.13	Monitor student progress and use data to differentiate instruction for all students.	PowerPoint Presentation will provide information on the data sources that can be collected in the classroom to monitor student reading progress.	In small groups, participants will use the plan they developed , and discuss how to collect data to show growth over time.
		4.14	Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.	a. Participants will read professional papers on, fluency, and reading Comprehension. b. PowerPoint Presentation on phonemic awareness (PA), phonics, oral language and vocabulary that identifies strategies that focus on differentiation in reading.	Create an instructional plan that targets PA, phonics and oral language focusing on differentiated strategies that ensure that ELLs and students with disabilities are supported .
		4.15	Implement research-based instructional practices for developing students' higher order thinking.	PowerPoint Presentation that identifies the different data sources that can be used to develop students higher order thinking skills.	Implement an instructional plan that targets higher order questioning techniques, focusing on developing students higher order thinking skills. Plan will include multisensory activities that support all learners.
		4.16	Implement research-based instructional practices for developing students' ability to read critically.	Participants will read professional paper on reading comprehension to identify comprehension strategies that will assist teachers in identifying	Design and implement an instructional plan that focuses on students developing their vocabulary and comprehension skills to increase their

				instructional comprehension strategies that will assist students in reading critically.	ability to read critically.
		4.17	Implement research-based instructional practices using writing to develop students' comprehension of text.	Participants will read professional papers that identify instructional practices that can be used in writing to develop student's comprehension.	Design and implement an instructional plan that focuses on vocabulary and comprehension that fosters the reading/writing connection.
		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.	PowerPoint Presentation that addresses the different scaffolding strategies by planning for more explicit and systematic instruction. Embedding assessment so that appropriate levels of instruction can be provided.	Explain how content, product, and/or process will be differentiated to meet students' needs identified in their IEP or 504 plans.
		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.	PowerPoint Presentation that includes information on Access Points, and how to adapt standards-based instruction based on students' individual needs. Also, it will provide an overview of the <i>Florida Alternative Assessment</i> .	Explain how curriculum can be modified by using assessment to help students obtain their optimum learning goals. <i>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 4, adding to Competencies 1, 2 and 3.</i> <i>*Participants will job-embed their understanding of reading as a process and apply the principles.</i> <i>*Participants complete all assigned reflections.</i>

Note: An official college transcript for coursework that meets Competency 5 requirements applies to competencies 1 through 5.

Competency 5: Demonstration of Accomplishment

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.					
Course Number and Name of Course	Required Course Reading (If there are no required readings, put N/A in the column.)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
01-013-010: Demonstration of Accomplishment Reading Practicum	Article: <i>Role of Early Language in Literacy Development:</i> Shanahan & Lonigan Article: <i>Five Components of Effective Oral Language Instruction</i>	5.3	Demonstrate research-based instructional practices for developing oral/aural language development. ★	5.3 - Read: <i>Role of Early Language in Literacy Development</i> and <i>Five Components of Effective Oral Language Instruction</i> 5.3 - Demonstration through lesson plans and delivery of instruction that integrates multiple skills/strategies for oral/aural language .	*Participants maintained a portfolio for competencies 1-4 with lesson plans, reflections, student work, observation feedback and artifacts. *Participants will complete a portfolio for Competency 5. 5.1; 5.3; 5.14 - Demonstration through use of lesson plans and delivery of instruction that integrates multiple skills/strategies 1) for oral/aural language; 2) to motivate and engage students; 3) use of assessment and data analysis to guide instruction. *Participants will demonstrate their job-embed understanding of reading as a process and application of the principles of reading: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary through: A) Observations and/or videos of instruction with whole and small groups <i>viewed, monitored and evaluated by district personnel, principal and/or reading coach.</i> B) Reflection Journal (RJ): What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? C) Data analysis of student work. 5.1 – 5.14: Completion of 3 ongoing case studies that profiles 3 students: 1 below grade and/or ELL student; 1 on grade level and 1 above, including student work that demonstrates
	Teaching Reading Sourcebook: The Big Picture; MTSS for Reading Success; Chpt 5, <i>Phonological Awareness</i> ; Chpt 6, <i>Phonics</i> Article: <i>Reading Rockets: Teacher Practices that Impact Reading Motivation</i>	5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★	5.1 - Review: The Big Picture 5.1 - Read: MTSS for Reading Success 5.1 - Complete a case study using pre/post assessments, monitoring, instructional practices, strategies, intervention and next steps to increase student learning. 5.1 - Demonstration through use of assessment and data analysis to develop lesson plans and delivery of instruction that ensures an increase in student learning.	
	Teaching Reading Sourcebook: Section IV: Reading Fluency; Chpts 9 & 10, <i>Fluency Assessment & Instruction</i> Teaching Reading Sourcebook: Section V: Vocabulary Introduction; Chpts 11-13, <i>Specific Word Instruction; Word-Learning Strategies;</i>	5.14	Use a variety of instructional practices to motivate and engage students in reading. ★	5:14 - Read: <i>Teacher Practices that Impact Reading Motivation</i> 5:14 - Review: Competencies 1-4 for instructional practices, strategies and articles. (See Portfolio) 5.14 - Demonstration through use of lesson plans and delivery of instruction that integrates multiple skills/strategies to motivate and engage students in reading.	

<i>Word Consciousness</i> Article: IRIS Center: <i>Helping Students Become Independent Learners</i> Teaching Reading Sourcebook: Section VI: Comprehension; Chpts 14-15, <i>Literary Text & Informational Text</i> Article: ASCD: <i>5 Ways to Develop Critical Thinking Skills</i> Article: Research Gate: <i>Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills</i> Article: ASCD: <i>Complex Text & Disciplinary Text</i> Article: <i>Strategies to Help Students' Go Deep When Reading Digitally</i> Article: ILA: <i>Writing to Read: Evidence for How Writing Can Improve Reading</i> Article: <i>Explicit Writing Instruction – Jocelyn Seamer</i>				knowledge, effective instruction and analysis of EACH INDICATOR .
	5.4	Demonstrate research-based instructional practices for developing students' phonological awareness . ★	Review: Competencies 1-4 for instructional strategies and articles. (See Portfolio) Review: Chpt 5, Phonological Awareness	*Demonstration through lesson plans and delivery of instruction that integrates multiple skills/strategies for phonological awareness and phonics. *Teacher observations and/or videos of instruction with whole and small groups viewed, monitored and evaluated by district personnel, principal and/or reading coach. *Reflection: What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? *Identify the phonological awareness and phonics practices included in the 3 case studies.
	5.5	Demonstrate research-based instructional practices for developing phonics skills and word recognition. ★	Review: Competencies 1-4 for instructional strategies and articles. (See Portfolio) Review: Chpt 6, Phonics	
	5.6	Demonstrate research-based instructional practices for developing reading fluency and reading endurance. ★	Review: Competencies 1-4 for instructional strategies and articles. (See Portfolio) Review: Section IV: Reading Fluency; Chpts 9 & 10, Fluency Assessment & instruction for research-based instructional practices.	*Demonstration through lesson plans and delivery of instruction that integrates multiple skills/strategies for fluency. *Teacher observations and/or videos of instruction with whole and small groups viewed, monitored and evaluated by district personnel, principal and/or reading coach. *Reflection: What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? *Identify the fluency practices included in the 3 case studies.
	5.8	Demonstrate research-based instructional practices to facilitate students' monitoring	Review: Competencies 1-4 for instructional strategies and articles. (See Portfolio)	

	Article: <i>Academic Language & ELLs: What teachers need to know</i> Article: <i>Reading 101 for English Language Learners</i> Teaching Reading Sourcebook: <i>Chpt 2; Structure of Spanish</i>		and self-correcting in reading. ★	Article: <i>Research Gate: Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills</i> Article: ASCD: <i>5 Ways to Develop Critical Thinking Skills</i>	of instruction with whole and small groups viewed, monitored and evaluated by district personnel, principal and/or reading coach. *Reflection: What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? *Identify the practices included in the 3 case studies. *Demonstration through lesson plans and delivery of instruction that integrates multiple skills/strategies for vocabulary. *Teacher observations and/or videos of instruction with whole and small groups viewed, monitored and evaluated by district personnel, principal and/or reading coach. *Reflection: What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? Identify the vocabulary practices included in the 3 case studies. Provide demo/video of a close reading lesson. *Demonstration through lesson plans and delivery of instruction that integrates multiple skills/strategies for comprehension, higher order thinking and read critically. *Teacher observations and/or videos of instruction with whole and small groups viewed, monitored and evaluated by district personnel, principal and/or reading coach. *Reflection: What worked well/didn't? Changes to lesson/instruction?
		5.7	Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary. ★	Review: Competencies 1-4 for instructional strategies and articles. (See Portfolio) Review: Section V: Vocabulary Introduction; Chpts 11-13 for research-based instructional practices for academic and domain specific vocabulary. Read: IRIS Center: Helping Students Become Independent Learners: Self-monitoring, self-instruction, goal-setting and self-reinforcement.	*Teacher observations and/or videos of instruction with whole and small groups viewed, monitored and evaluated by district personnel, principal and/or reading coach. *Reflection: What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? Identify the vocabulary practices included in the 3 case studies.
		5.2	Demonstrate research-based instructional practices for facilitating reading comprehension. ★	Read: Section VI: Comprehension Review: Competencies 1-4 for instructional strategies and articles. (See Portfolio) Read: 5 Ways to Develop Critical Thinking Skills	
		5.9	Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. ★	Review: Competencies 1-4 for instructional strategies. (See Portfolio) Read: Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills Review: Letting Text Take Center Stage –	

		5.10	Demonstrate research-based instructional practices for developing students' ability to read critically. ★	Shanahan Read: Complex Text & Disciplinary Text Strategies to Help Students' Go Deep When Reading Digitally	Effective vs ineffective? Student level of engagement/assessment? Identify the <i>comprehension, higher order thinking and read critically.</i> practices included in the 3 case studies.
		5.11	Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. ★	Review: Competencies 1-4 for instructional strategies and print and digital articles. (See Portfolio) Article: <i>Strategies to Help Students' Go Deep When Reading Digitally</i>	Create lesson that includes both complex & digital print text that includes differentiated instruction.
		5.13	Create an information intensive environment that includes print and digital text.		Provide photos of their intensive environment to showcase the print and digital text rich environment, including titles of texts.
		5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language. ★	Review: Competencies 1-4 for instructional strategies and articles. (See Portfolio) Read: Writing to Read: Evidence for How Writing Can Improve Reading Read: Explicit Writing Instruction	*Demonstration through lesson plans and delivery of instruction that integrates multiple skills/strategies for writing instruction . *Provide analysis of writing samples from students as it relates to reading. *Teacher observations and/or videos of instruction with whole and small groups viewed, monitored and evaluated by district personnel, principal and/or reading coach . *Reflection: What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? *Identify the writing practices& samples in the 3 case studies. *Develop lessons with multiple research-based ELL strategies and accommodations . Provide rationale

		5.12*	Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. ★	Review: Competencies 1-4 for instructional strategies and articles. <i>(See Portfolio)</i> Review: Academic Language & ELLs: What teachers need to know Review: Reading 101 for English Language Learners Review: Chpt 2; Structure of Spanish	for strategies chosen. Include a WIDA portrait of an ELL student. *Demonstration through lesson plans and delivery of instruction that integrate multiple skills/strategies & observations/video of instruction with ELLs to enhance reading and English acquisition. *Teacher observations and/or videos of instruction with whole and small groups viewed, monitored and evaluated by district personnel, principal and/or reading coach. *Identify the ELL practices, strategies and accommodations included in the 3 case studies. *Reflection: What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? <i>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 5, including Competencies 1, 2, 3 and 4.</i> <i>*Participants will demonstrate their job-embed understanding of reading as a process and application of the principles of reading: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary.</i> <i>*Complete and present the 3 case studies for review and approval.</i> <i>*Participants complete and present all assigned reflections.</i>

Note: An official college transcript for coursework that meets Competency 5 requirements applies to competencies 1 through 5.

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Appendix: Forms

PAEC READING ENDORSEMENT
ADD-ON ENDORSEMENT APPLICATION FORM*

NAME _____ TERMSID # _____

DISTRICT _____ SCHOOL _____

I am planning to add Reading Endorsement to my current Florida teaching certificate. I understand that I will need to complete the components covering the topics prescribed by the State Board of Education Rule 6A-4.0163. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

Please give a brief statement of your reason(s) in pursuing this endorsement.

Selected Reading Endorsement Track (circle one): 1 2 3 4

Candidate Signature_____
Date_____
Position

**Please note:*

Applicants must return this completed form to the appropriate district office contact.

**PAEC READING ENDORSEMENT
VERIFICATION OF POINTS
APPLICABLE TOWARD ADD-ON CERTIFICATION**

1. Name: _____

2. District: _____ 3. School: _____

4. TERMS ID No.: _____ 5. Points on file: _____

6. Requirements:

- (1) ☐ Foundations of Reading Instruction-Competency 1 (60 points)
- (2) ☐ Application of Research-Based Practices-Competency 2 (60 points)
- (3) ☐ Foundations of Assessment-Competency 3 (60 points)
- (4) ☐ Foundations of Applications of Differentiation Instruction-Competency 4 (60 points)
- (5) ☐ Demonstration of Accomplishment (Reading Practicum)-Competency 5 (60 points)

College courses may be substituted for any of the above components for which the course descriptions match the _____ County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Verified by:</u> <u>(initials of district official)</u>
Requirement #1 (Compt.1)			
Requirement #2 (Compt.2)			
Requirement #3 (Compt.3)			
Requirement #4 (Compt.4)			
Requirement #5 (Compt.5)			
Total Required 300			

I certify that the participant listed above has successfully completed all requirements necessary to obtain the Add-On Reading Endorsement.

Date _____

Signature of District Official _____

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

- ☐ Sent to Florida Dept. of Education
- ☐ Returned for Additional Verification

Date _____

By _____

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
READING ENDORSEMENT
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name _____

2. District _____ 3. School _____

4. TERMS ID. _____ 5. DOE No. _____

The attached college transcripts are submitted as part of the PAEC Reading Endorsement program. These courses meet the requirements of the following component(s) in the approved _____ county program for Reading Endorsement.

6. Program area

PAEC/District Component # and Title

College Course # and Title

1)

2)

3)

FOR DISTRICT OFFICE OF CERTIFICATION USE ONLY

No. Points Approved _____

No. Points Not Approved _____

COMMENTS:

Date

District Official

Competency 5 – Checklist of Competencies

At the conclusion of the practicum experience leading to the reading endorsement, the practicum supervisor will complete the following checklist in consultation with the teacher.

Specific Indicator		Decision	Method of Assessment
5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.		
5.2	Demonstrate research-based instructional practices for facilitating reading comprehension.		
5.3	Demonstrate research-based instructional practices for developing oral/aural language development.		
5.4	Demonstrate research-based instructional practices for developing students' phonological awareness.		
5.5	Demonstrate research-based instructional practices for developing phonics skills and word recognition.		
5.6	Demonstrate research-based instructional practices for developing reading fluency and reading endurance.		
5.7	Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.		
5.8	Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.		
5.9	Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.		
5.10	Demonstrate research-based instructional practices for developing students' ability to read critically.		
5.11	Demonstrate differentiation of instruction for all students utilizing		
5.12	Demonstrate skill in assessment and instruction with English Language Learners from diverse backgrounds and at varying English proficiency levels.		
5.13	Create an information intensive environment that includes print and digital text.		
5.14	Use a variety of instructional practices to motivate and engage students in reading.		
5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.		

Use the following codes for completion of this form:

Decision	Method of Assessment		
D = Demonstrated	O = Observation	V = Video	LP= Lesson Plan
PD = Partially Demonstrated	W = Written Reflection	CS = Case Study	
ND = Not Demonstrated			

The practicum is complete when the teacher has demonstrated success on at least 80% (12) of the indicators.

Signature of Teacher

Date

Signature of Mentor

Date

Signature of Practicum Supervisor

Date

Inservice Program
For Add-On Endorsement

In the Area of

READING

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131

Recommended to the _____ District School Board on _____, 20__

Superintendent

Approved by the _____ District School Board on _____, 20__

Chairman of the Board



Professional Development Alternatives

NOTE: PDA Components are developed by the Bureau of Exceptional Education and Student Services through FDLRS and included in the format in which they were received.

ASSESSMENT AND EVALUATION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-001

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify the 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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional

developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff -

A,B,C,D,E,F,G Student - G,Z FEAP: B1

DeafEd EXPRESS

Component Number: 2-100-020

Function: 2 – Instructional Methodology/Faculty Development

Focus Area: 100 – Instructional Strategies

Local Sequence Number: 019

Points to Be Earned: 6

DESCRIPTION: Developed by the Personnel Development Support Project (PDSP) at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This professional development opportunity provides a foundation for educators working with students who are deaf or hard of hearing. The purpose of this course is to increase the range and depth of best practices used by educators and other professionals in order to positively impact the achievement of students who are deaf or hard of hearing.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Mastery of a specific instructional practice
- ☒ Non-Classroom Instructional staff proficiencies support student success
- ☒ Other: Strategies specific to students who are deaf or hard of hearing

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.3.3., 3.1.5., 3.1.7.
Learning	☒ 1.2.2, 1.2.3, 1.2.5	☒ 2.2.2, 2.2.5,	☒ 3.2.3.
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- List three myths or misconceptions related to people who are deaf or hard of hearing.
- List three educational approaches for students who are deaf or hard of hearing.

- List ESE eligibility requirements for students who are deaf or hard of hearing.
- Describe the continuum of least restrictive placement for students who are deaf or hard of hearing.
- Describe the unique roles and responsibilities of IEP team members.
- Describe three types of hearing loss, and what part of the hearing system(s) is impacted for each.
- Relate the information provided on an audiogram.
- Explain the Functional Listening Evaluation and the information it provides.
- Identify types of amplification options.
- Describe the levels of auditory and receptive skills.
- Identify auditory learning and communication strategies.
- Explain the role of the interpreter.
- Recall the two methods of captioning available.
- Describe how supporting linguistic access, through either visual or auditory channels, impacts language development.
- Explain how research suggests the use of sign language may benefit all students.
- Summarize the reasons parents are the key to language and literacy development.
- Name at least two ways delays and deficits in language affects academic growth and outcomes.
- State the reasons language assessments are critical to the IEP team when working with students who are deaf or hard of hearing.
- Describe challenges students who are deaf or hard of hearing face when learning English syntax.
- Describe differences between English and ASL syntax.
- Describe one reason why students who are deaf or hard of hearing struggle with English semantics.
- Describe one reason why students who are deaf or hard of hearing may have difficulty with pragmatics of a communication event.
- Describe strategies for increasing a student's vocabulary acquisition.
- List communication breakdowns caused by the speaker, including ways to resolve the problems.
- List communication breakdowns caused by the listener and the skills students need to learn to resolve the problems.
- List environmental challenges which may contribute to communication breakdowns and what can be done to resolve the problems.
- List ways teachers can provide supports for students to independently improve access and participation.
- List strategies students can implement to fix communication and access breakdowns.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles,

identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose to write an explanation of services for a student who is deaf or hard of hearing to inform a general education teacher receiving a student with hearing loss for the first time. Or participants can select four accommodations for students who are deaf and hard of hearing from the course and describe the impact on student access and participation.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders,

academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and
Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy

DIFFERENTIATING MATHEMATICS INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-009

Minimum/Maximum Inservice Points: 30/30

Target Group

Developed by the Florida DOE as an online learning experience, this module is designed to provide a online professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively integrate curriculum into the Florida Standards.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Define terms and guidelines related to differentiating instruction.
2. Define common terms used in effective math 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 math 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 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 the following key ideas to differentiate math instruction:
 - Continuous assessment information, focusing on the “nouns” of math (concepts/skills) *and* the “verbs” of math (processes of doing), should be used to meaningfully differentiate math instruction.
 - Assessment should be continuous, varied and used to inform the instructional planning process.
 - Differentiated math instruction uses a combination of whole-group, small-group and individualized instruction in order to be responsive to students’ needs.
 - There are strengths and limitations of core mathematics programs.
 - Differentiating Mathematics instruction is dependent on understanding the NGSSS and Access Points, NCTM standards, processes and principles.
 - Students’ understanding of mathematics occurs across different levels and stages.
 - There is a reflexive relationship between the “big ideas” of mathematics and the “processes of doing mathematics.”
 - Flexible grouping structures can be used to increase student progress from acquisition to proficiency for targeted mathematics concepts and skills and can be used to extend understanding of mathematics concepts and skills.

Description of Activities:

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

1. Review all module content, related professional articles and websites. Provide summaries as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion postings.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.

7. Develop a personal action plan for improvement.
8. Define the guidelines of differentiation and how they apply to math instruction.
9. Explain how to teach a Florida math standard at the concrete, representational and abstract levels.
10. Administer a pre-assessment such as the Mathematics Dynamic Assessment and analyze the results to plan initial whole group instruction.
11. Describe three different ways to gather individual student performance data to ensure individual accountability.
12. Analyze a current unit of instruction and describe ways the unit plan could be differentiated during whole group, small group and individualized instruction to be more responsive to student needs.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual 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.

Learning (Delivery) Methods: A,B,C

Implementation Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3,A4

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DIFFERENTIATING READING INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 1-100-002

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE:

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
2. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
3. Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.
4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
5. Identify common difficulties in development of each of the major reading components.
6. Understand specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
7. Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
8. Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
9. Select appropriate materials that address cultural and linguistic differences.
10. Identify structures and procedures for monitoring student reading progress

11. Apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension)
12. Apply research-based practices and materials for preventing and accelerating both language and literacy development
13. Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth
14. Apply research-based instructional practices for developing students' phonemic awareness.
15. Apply research-based instructional practices for developing students' phonics skills and word recognition.
16. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
17. Apply research-based instructional practices for developing both general and specialized content area vocabulary
18. Apply research-based instructional practices for developing students' critical thinking skills
19. Apply research-based instructional practices for facilitating reading comprehension
20. Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.
21. Identify instructional strategies to facilitate students' metacognitive skills in reading.
22. Identify reliable and valid assessment procedures to validate instructional applications.
23. Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery)

Methods: A,B,C,D,F,G,I

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G

Student – F,G,Z FEAP: B1

DIFFERENTIATING SCIENCE INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-006

Minimum/Maximum Inservice Points: 30/30

Target Group: Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted.

General Objective:

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 science 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 Objectives:

Participants will be able to:

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 following key ideas to differentiate science instruction:

- Differentiated science lessons and units are based on the teacher having clarity about the learning goals.
- Assessment should be continuous, varied and used to inform the instructional planning process.
- Differentiated science instruction uses a combination of whole-group, small-group and individualized instruction in order to be responsive to students' needs.
- Differentiating Science instruction is dependent on understanding the NGSSS and Access Points and the ability to determine precise learning goals.
- When effective science practices are matched to learners' needs during whole-group instruction, engagement and achievement increase.
- Flexible grouping structures can be used to increase student progress from acquisition to proficiency for targeted science concepts and skills and can be used to extend understanding of science concepts and skills.
- In a differentiated science environment each student is valued for his or her contributions and has multiple opportunities to contribute to others and to learn from others' contributions.

Description of Activities:

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

1. Review all module content, related professional articles and websites. Provide summaries as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and discussion postings.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.
7. Develop a personal action plan for improvement.
8. Define the guidelines of differentiation and how they apply to science instruction.
9. Demonstrate understanding of the factors that influence the development of science competence.
10. Develop, administer and summarize results of a pre-assessment based on precise learning goals.
11. Design a whole-group mini-lesson using the 5E model of instruction.
12. Analyze a current unit of instruction and describe ways the unit plan could be more responsive to student needs by differentiating whole group, small group and individualized instruction.

Evaluation:

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.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual 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.

Learning (Delivery) Methods: A,B,C

Implementation Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3,A4

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EFFECTIVE TEACHING PRACTICES FOR STUDENTS WITH DISABILITIES: FOCUSING ON THE CONTENT AREAS (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-010

Maximum Inservice Points: 20

TARGET GROUP

Developed by the Florida Department of Education as an online learning experience, this module is designed to provide a professional development opportunity for educators who want to enhance their skills in working with students with disabilities. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVE

The focus of this module will be to provide educators with information about effective instructional practices for students with disabilities.

SPECIFIC OBJECTIVES

- 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.
- 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.
- Know the characteristics of an expert learner and how to assist students with disabilities in developing these skills.
- Describe how a teacher's mindset impacts his or her actions and how the teacher's actions impact a student's mindset and performance.
- 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.
- 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.
- 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.
- Know the characteristics of respectful work in order to maximize student achievement for students with disabilities.

- Understand that student differences matter in learning, and attending to those differences is necessary to support students in achieving rigorous academic standards. .
- 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.
- Understand that instructional decisions based on careful analysis of student assessment information should determine the explicitness, intensity, and duration of differentiated interventions.

Upon completion of this component, participants will be able to:

1. Identify key common elements of Universal Design for Learning, Differentiated Instruction, Explicit Instruction, frameworks of effective teacher behaviors, and their relationship to Specially Designed Instruction for students with disabilities.
2. Compare and contrast the behaviors and outcomes of a fixed mindset versus a growth mindset.
3. Identify reasons for developing expert learners and name ways to change the learning environment to assist students with disabilities, as well as other students, in developing the skills of expert learners.
4. Provide explicit instruction to help students develop the skills of self-determination and self-regulated learning.
5. Create and communicate precise learning goals in student-friendly language in order to assist students with disabilities in becoming expert learners.
6. Explain how a formative assessment process guided by clarity about the learning goal can increase student achievement for students with disabilities.
7. Explain how incorporating learner profile and preference into learning activities can increase student motivation and engagement.
8. Apply instructional design principles and teacher delivery methods to make instruction more explicit and intensive for students with disabilities.
9. Utilize the application sections of the units as examples to improve instruction for students with disabilities, particularly in the core content areas.
10. Utilize the steps and guiding questions on the module organizer, *Teaching in a Responsive Classroom*, to support effective instructional decision making for students with disabilities.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Identify key terms associated with Universal Design for Learning, Differentiated Instruction, Explicit Instruction, and frameworks of effective teacher behaviors, and Specially Designed instruction to support Florida's multi-tiered system of supports.
5. Complete all activities to demonstrate understanding of a responsive and supportive learning environment that develops expert learners.
6. Complete all activities to demonstrate understanding of clarity about what is most important for all learners, including students with disabilities, to know, understand, and be able to do.
7. Complete all activities to demonstrate understanding of using assessment information to set personal learning goals and to increase student motivation and achievement.
8. Complete all activities to demonstrate understanding of developing lesson plans that include learning experiences that are equally focused, equally challenging and supported, equally engaging, and equally powerful for all students, including students with disabilities.
9. Complete all activities to demonstrate understanding of instructional design principles and teacher delivery methods for students who need or could benefit from more explicit instruction or intervention.
10. Review examples of how the big ideas of the module can be applied and implemented in core content areas.
11. Complete "Required - Check Your Understanding" activities within each unit of the module.
12. Complete the final assessment with an 80% accuracy rate.

Evaluation:

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. Participants are given unlimited trials to achieve the 80% passing rate during the twelve week enrollment period with a mandatory wait time of 24 hours between each retake.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

Follow-Up Strategies:

Following successful completion of the module, participants must complete one 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.

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.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

REFERENCES

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ENGAGING LEARNERS THROUGH INFORMATIVE ASSESSMENT (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-003

Minimum/Maximum Inservice Points: 20/20

TARGET GROUP

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.

GENERAL OBJECTIVE

Participants will learn and apply each step of the formative assessment process to increase student achievement. Participants will develop skills for using data-based decision making to be responsive to each student's needs.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Describe the relationship between the guidelines of differentiated instruction and the formative assessment process.
2. Explain each step of the formative assessment process.
3. Clarify the relationship of the formative assessment process to Florida's multi-tiered system of student supports (MTSS) that encompasses the Problem Solving Process and Response to Instruction/Intervention (PS-RtI) Framework.
4. List purposes of each component of assessment (pre-, formative, interim, and summative).
5. Clarify the learning goals/targets for lessons and units and determine the learning progression and connect them to the standards.
6. Develop and communicate learning goals/targets in student-friendly language.
7. Align formative assessment tasks to specific learning goals/targets.
8. Select and use different types and sources of evidence of student learning to assess for understanding.
9. Make instructional adjustments as a result of gathering and analyzing formative assessment information.
10. Provide students with meaningful feedback for self assessment and goal setting.

DESCRIPTION OF ACTIVITIES

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

1. Review all module content, related professional articles and websites. Provide summaries and reflections as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion posts.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.
7. Develop a personal action plan for improvement.
8. Develop an assessment plan using multiple sources of data.
9. Use the formative assessment process to differentiate instruction/intervention.
10. Provide students with written feedback designed to assist the student in setting his learning goals/targets and monitoring his own progress.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks. These tasks will be reviewed for satisfactory completion and for demonstration of competency of the objectives, by the module facilitator. Module facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

Implementation Strategies:

Participants will be provided with access to additional resources and professional learning opportunities to extend 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.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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English Language Learners (ELLs) for Therapists

Online Professional Learning Course

IDENTIFICATION

TITLE: English Language Learners (ELLs) for Therapists

COMPONENT NUMBER: 8-700-001

Function: 8

Focus Area: 700

Local Sequence Number: 001

POINTS TO BE EARNED: 18

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide school-based speech and language, occupational, and physical therapists an option for professional development to ensure students classified as ELL in Florida's public schools receive appropriate delivery of services per the requirements under the Florida Consent Decree. It enables these professionals to enhance their skills in working with English Language Learners.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Learning environment (as per FEAPS standards)
- ☒ Non-Classroom Instructional staff proficiencies support student success
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other: Florida Consent Decree

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.2, 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S): Select all that apply

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- State the purpose of the Florida Consent Decree.
- Identify the six mandated areas of the Consent Decree.
- Summarize the ELL training requirements for related service personnel.
- State considerations for best practices in involving families from culturally and linguistically diverse backgrounds.
- Identify effective guidelines for interpreters, qualifications of interpreters, and options for language moderators when a certified interpreter who speaks in the student's native language is not available.
- Summarize best practices and ethical guidelines for utilizing interpreters and language moderators.
- Identify the legal implications of assessment and evaluation of ELLs.
- Explain recommendations for planning assessment and evaluation of ELLs.
- Describe assessment methods sensitive to the diverse profiles of ELLs.
- Identify the requirements of the Consent Decree for appropriate instruction for English Language Learners (ELLs).
- Demonstrate knowledge regarding guidance from the Office of Civil Rights (OCR) for the development of programs for ELLs.
- Identify the educational models used in Florida's local districts and schools.
- Identify the requirements of the Consent Decree for appropriate instruction for English Language Learners (ELLs).
- Demonstrate knowledge regarding guidance from the Office of Civil Rights (OCR) for the development of programs for ELLs.
- Identify the educational models used in Florida's local districts and schools.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and

websites in the online course environment and as external links. They will also collect written reflections in a Reflection Portfolio in response to questions posed throughout the course.

- **KEY ISSUES** to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Reflection Portfolio and a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants are tasked with collaborating with an ESOL professional to research information, develop an assessment protocol/checklist, implement it with an ELL student and create a written reflection. Option two asks participants to develop an outline of best practices for involving families, write effective guidelines for interpreters, and suggest tips for effectively utilizing interpreters and language liaisons. They then must compare this outline to district information and summarize, justify and implement these practices.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

Discussion board entries, when relevant

Quality of participation in the NEFEC Professional Learning Support, when appropriate

Alignment and quality of student artifacts that participants submit in tiered level of support

Quality of instruction that teachers demonstrate

Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback. Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

Exploring Structured Literacy

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-011

Minimum/Maximum Inservice Points: 40/40

Target Group:

This online professional development course is offered by the Florida Diagnostic and Learning Resources System (FDLRS), in collaboration with Florida's Personnel Development Support Project (PDSP) at FCIM/FSU. It is funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. This course is designed to provide a professional learning opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

General Objective:

This course will allow K-6 educators to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound-symbol associations, syllables, morphology, semantics, and syntax.

Specific Objectives/Learning Targets:

Upon successful completion of this module, participants will be able to:

1. Develop your knowledge and understanding of the historical perspective on reading.
2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
5. Define what is meant by Universal Design for Learning and Assistive Technology.
6. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
7. Recognize the role assessment plays in planning structured literacy instruction.
8. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.
9. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
10. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.

11. Increase your understanding of the components of phonological awareness and phonemic awareness.
12. Implement activities for teaching phonological awareness and phonemic awareness skills.
13. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
14. Explain the correspondence between phonemes and graphemes in English.
15. Describe English orthographic conventions and the predictability of the English language.
16. To explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.
17. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.
18. Develop knowledge and understand the impact morphology has on literacy learning.
19. Define the essential terminology related to morphology.
20. Describe the relationship of etymology to morpheme patterns.
21. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
22. Implement activities for teaching morphology.
23. Develop knowledge and understand the impact syntax has on literacy learning.
24. Describe the language components of syntax.
25. Recognize that understanding sentences requires knowledge of syntax.
26. Explain the importance of structured literacy instruction in developing syntactical awareness.
27. Implement activities for teaching syntax.
28. Develop knowledge and understand the impact that semantics has on literacy learning.
29. Define the three ways language derives meaning.
30. Describe the contribution of semantics to vocabulary acquisition.
31. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
32. Implement activities for teaching semantics.

Description of Activities:

Participants will achieve mastery of the specific objectives/learning targets by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course:

1. Read all course content, related professional articles, and participate in group discussion(s) and activities related to the content.
2. Complete all online learning activities and assessment tasks successfully throughout the course.
3. Participate in group meeting after completing Unit 3 assessment tasks to discuss findings, reflect, and complete the FDLRS Impact Database.
4. Complete multiple choice, true-false, matching, and fill-in-the-blank Check Your Understanding quizzes in all units of study.
5. Complete a phonology review, carefully following the sequence of instruction to identify elements of the lessons that are explicit, systematic, and/or multisensory. Complete the Phonology Review Chart with specific evidence of explicit, systematic, and/or multisensory instruction in phonological and

phonemic awareness lessons. Describe what you learned about the way phonological and phonemic awareness instruction is provided in the reading program you reviewed.

6. Collect pre-assessment data to identify the need of your student(s) in the area of phonics and complete a Sound-Symbol Correspondence/Syllable Student(s) Profile and Instructional Plan. Select one multisensory intervention strategy in the area of phonics directly linked to student need to implement. After delivering the instructional plan, collect post-assessment data to determine intervention effectiveness, complete a Sound-Symbol Correspondence/Syllable Implementation Results reflection, and post pre/post data in the FDLRS Impact Database online.
7. Plan, deliver, and reflect on an explicit, systematic, and multisensory vocabulary lesson using the Vocabulary Lesson Template.
8. Review course references and resources.

Evaluation:

Participants will complete 1 Demographic Survey, 3 Discussion Posts, 6 Quizzes with at least 80% accuracy, 4 Dropbox Tasks, 1 FDLRS Impact Database Entry, and 1 Satisfaction Survey, which will be reviewed by the course facilitator for satisfactory completion according to task specific scoring guidelines. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.

Follow-Up Strategies:

Participants will demonstrate continued application of knowledge learned from this course via instructional review and implementation activities, on-going e-mail with facilitator and participation in group meetings. Participants will be provided with access to additional resources and professional development opportunities to extend 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.

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FORMATIVE ASSESSMENT FOR DIFFERENTIATING INSTRUCTION

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-001

Minimum/Maximum Inservice Points: 15/15

No partial credit will be given.

TARGET GROUP

Developed by the Florida Diagnostic Learning Resources System (FDLRS) of the Florida Department of Education as an online learning experience, this module is designed to provide easy-to-access training for staff members who are interested in formative assessment as it relates to academic achievement in students with exceptionalities.

GENERAL OBJECTIVES

The primary objective of this course is to teach participants each step of the formative assessment process to increase student achievement. Participants will develop skills for using data-based decision making to be responsive to each student's needs.

SPECIFIC OBJECTIVES

- Identify the relationship between the guidelines of differentiated instruction and the formative assessment process.
- Identify each step of the formative assessment process.
- Identify the relationship of the formative assessment process to Florida's multi-tiered system of supports (MTSS) that encompass the Problem-Solving Process and Response to Intervention (RtI).
- Identify the purposes of each component of assessment.
- Identify clear learning goals and objectives
- Identify formative assessment tasks that are aligned to specific learning goals/targets.
- Identify when instructional adjustments are needed as a result of gathering/analyzing formative assessment data.
- Recognize meaningful feedback for self-assessment and goal setting.

Upon completion of this component, participants will be able to:

1. Describe the relationship between the guidelines of differentiated instruction and the formative assessment process.
2. Explain each step of the formative assessment process.
3. Clarify the relationship of the formative assessment process to Florida's MTSS that encompasses the Problem-Solving Process and RtI.
4. Develop and communicate learning goals/targets in student-friendly language.
5. Select and use different types and sources of evidence of student learning to assess for understanding.
6. Make instructional adjustments as a result of gathering and analyzing formative assessment

data.

7. Provide students with meaningful feedback for self-assessment and goal setting.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
5. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
6. Complete activities to check understanding throughout all units.
7. Complete "Required - Check Your Understanding" activities within each unit of the module.
8. Complete the final assessment with 80% accuracy rate.

Evaluation:

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.

Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

Additionally, participants will be complete one of three options in the follow-up activity section. Each option lists the completion level expected. Please see follow-up activity options below.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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FOUNDATIONS OF ESE (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER:

***1-103-001 / **1-103-002**

Minimum/Maximum Inservice Points: 60/60

*20 of the 60 inservice points may be used to meet the SWD requirement.

For tracking purposes, use *1-103-001 for the 20 SWD bankable points and **1-103-002 for the remaining 40 inservice points (nonbankable).

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify state and federal legislation and case law that have affected the education of students with disabilities
2. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, and access to general education, least restrictive environment, transition planning, and free appropriate public education)
3. Identify the required components of Individual Educational Plans, Family Support
4. Plans, and Individual Transition Plans
5. Identify the classification systems and eligibility criteria under the current
6. Individuals with Disabilities Education Act (IDEA)
7. Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics
8. Recognize the roles and responsibilities of IEP and child study team members.
9. Identify models of support for providing assistance in general education curricula.

10. Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery)

Methods: A,B,C,D,F,G,I

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G

Student – F,G,Z FEAP: B1

INCLUSIVE PRACTICES FOR THE DEVELOPMENTALLY APPROPRIATE PRE-K CLASSROOM (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-017

Maximum Inservice Points: 10/10

TARGET GROUP

Developed by the Florida Department of Education as an online learning experience, the goal of this module is to provide early childhood educators with information and instructional practices that support young children with special needs in an inclusive environment. It focuses on three developmental domains; communication, social-emotional, and adaptive which are the three prekindergarten indicators from the FLDOE/BEES Strategic Plan.

GENERAL OBJECTIVES

The purpose of this module is to provide early childhood educators with information and instructional practices that support young children with special needs in an inclusive environment. It will focus on three developmental domains; communication, social-emotional, and adaptive.

SPECIFIC OBJECTIVES

1. Understand the basis for establishing developmentally appropriate practices in early childhood classrooms.
2. Understand the legal and structural basis for educating preschool children with disabilities to the maximum extent with children who do not have disabilities.
3. Understand how inclusive practices positively impact outcomes for preschool students.
4. Understand the importance of child-adult interactions and how it relates to social-emotional development.
5. Understand how family engagement impacts preschool outcomes for children with disabilities.

Upon completion of this component, participants will be able to:

1. Identify effective ways to improve the learning outcomes and promote the development of young children and engagement with their families.
2. Explain how to provide an accessible learning environment and encourage participation in learning experiences for preschool children with disabilities using Universal Design for Learning (UDL) principles.
3. Identify local resources available to families who have concerns about their child's development.
4. Recognize how inclusive practices for students with disabilities impact daily routines and activities in early childhood classrooms.
5. Identify the indicator established to target improved outcomes for preschool students with disabilities.

6. Determine areas of need based on state data in three outcomes for preschool students with disabilities and look at relevant action steps to be taken.
7. Describe the difference between receptive and expressive language.
8. Identify the sequence of normal language development from infancy through age five.
9. Describe the difference between a language and speech disorder.
10. Identify factors that may influence communication skills of students acquiring English as a second language.
11. Identify factors that may signal the need for further speech and language screening or evaluation.
12. Identify supports/accommodations that can be used in the Pre-K classroom for children with communication challenges.
13. Describe the progression of play skills and how to guide conflict resolution between peers.
14. Identify factors that may signal the need for further behavior screening or evaluation.
15. Identify supports/accommodations that can be used in the Pre-K classroom for children with social and emotional challenges.
16. Identify age-appropriate skills for preschool children related to self-care.
17. Identify age-appropriate skills for preschool children related to personal responsibility.
18. Identify general strategies to promote adaptive skill development in the preschool classroom.
19. Identify inclusive practices and accommodations to promote adaptive skill development for students in the preschool classroom who have special needs.
20. Identify resources that support adaptive skill development.
21. Explain the importance of family engagement in the learning process for all children.
22. Describe the benefits of engaging families in the education of their preschool children.
23. Identify specific methods for building relationships and improving communication with families.
24. Explain how to have positive conversations with families about suspected delays in their preschool child's development.

DESCRIPTION OF ACTIVITIES

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

1. Complete the pre-assessment.
2. Complete all online learning activities.
3. Review all module content, related professional articles and websites.
4. Review references and resources.
5. Complete all activities associated with the understanding of inclusion of preschool students with disabilities.

6. Complete all activities to demonstrate understanding developmentally appropriate practices in early childhood classrooms.
7. Complete all activities to demonstrate understanding how inclusive practices positively impact outcomes for preschool students with disabilities.
8. Complete activities to check understanding throughout all units.
9. Complete "Required - Check Your Understanding" activities within each unit of the module.
10. Complete the final assessment with an 80% accuracy rate.

EVALUATION

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. Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

FOLLOW-UP ACTIVITY OPTIONS

Following successful completion of the module, participants must complete **one** of the follow-up activity options.

Option A: Instructional Plan

Provide a detailed instructional plan for one of the students described below, including accommodations, modifications, referrals for additional services if necessary, and resources for the family.

Child A: Sam is a 4-year old student with Autism. He has a significant language delay, mostly using sounds and gestures to get his needs heard. Because of his language delay, he gets easily frustrated when adults or peers do not understand him, and often resorts to throwing himself on the ground, hitting another child, or running away. In addition, Sam puts everything in his mouth, cries over loud noises, and has difficulty sitting in circle time activities.

Child B: Bella is a 3-year old student with a language delay. Bella and her family recently moved here from Brazil and they do not speak or understand English. Bella is extremely quiet and often cries when her parents drop her off at school. Her parents appear to be very concerned about how she is adjusting.

Option B: Written Reflection

Write a 300-word reflection based on the Analysis/Reflection activity in Unit 2.

Go to the Data & Evaluation page of the DOE/BESS website:

<http://www.fl DOE.org/academics/exceptional-student-edu/data/> . Click on the SEA Profile for the

current year; look at *Section Five: Selected State Performance Plan Indicators, Indicator 7 – Prekindergarten Performance*, and complete the following analysis and reflection.

- Review the state-level targets and data for *Indicator 7 – Prekindergarten Performance* on the SEA Profile. Make a note of which indicators met their targets for the most recent reporting year and which did not.
- Next, go back to the DOE/BEESS Data & Evaluation page: <http://www.fldoe.org/academics/exceptional-student-edu/data/>. Below the SEA Profile, you will find listings for each Local Education Agency (LEA) Profile. Click on the district in which you work, and look at your district's LEA Profile.
- Review the data for your district's state-level targets for *Indicator 7 – Prekindergarten Performance*. How does your district measure up with the state averages in meeting targets for this indicator?
- Choose a target in one of the three developmental domains that failed to be met in your district.
- Highlight instructional practices you intend to use in your classroom and resources you plan to share with families related to this data.
- You may incorporate additional information you have learned in this module regarding the other two domains (not selected for this activity) related to your selected Indicator 7 domain, as appropriate.

Option C: Application of Module Content and Resources

The following resources were required or optional reading in the module. For this activity you will return to six of the resources and apply the information to your current position. The first four are required resources then you will pick two additional resources from the list of choices. Answer the two reflection questions for each of the six resources.

- Reflection Prompts: Complete both prompts for each resource.
 1. In your own words write 2-4 key ideas from the resource.
 2. Explain how you may apply each of the key ideas to your current position to improve the outcomes for preschool students with disabilities.
- DO 4: Read/Review each of these resources from the module content and complete the two reflection prompts for each resource.
 - Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education*. Retrieved from <http://www.dec-sped.org/recommendedpractices>. For this activity, read the DEC RPs with Embedded Examples.)
 - Center for Applied Special Technology (CAST). (2016). *Universal Design for Learning*. <http://www.cast.org> (articles and video)

- Greenspan, Stanley M.D. (2004). *Meeting Learning Challenges: Working with Parents of Children with Special Needs*. Retrieved from <http://www.scholastic.com/teachers/article/meeting-learning-challenges-working-parents-children-special-needs>
 - National Association for the Education of Young Children (NAEYC). *Play and Children's Learning*. Selection of articles from Young Children and Teaching Young Children. Retrieved from <http://www.naeyc.org/play>.
- **Pick 2:** Read/Review a minimum of two of these resources and complete the two reflection prompts for each resource.
- Center for Community Inclusion and Disability Studies, University of Maine. *Visual Supports Learning Links and Templates*. <https://ccids.umaine.edu/resources/visual-supports/>
 - Centers for Disease Control and Prevention. *Learn the Signs. Act Early*. <http://www.cdc.gov/ncbddd/actearly/index.html>.
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 - Parent Involvement – Exceptional Education in Florida. *Prekindergarten Information, Contacts and Glossary*. <http://forparents.florida-ese.org>
 - Prath, Scott, M.A., CCC-SLP. (2016). *Telling the Difference Between Bilingualism and a Speech Disorder*. Retrieved from <http://mommyspeechtherapy.com>
 - Prelock, P., Hutchins, T., and Glascoe, F., (2008). *Speech-Language Impairment: How to Identify the Most Common and Least Diagnosed Disability of Childhood*. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2491683/>.
 - Smith, Barbara J, Ph.D. *Linking Social Development and Behavior to School Readiness*. Center for Evidence-Based Practice: Young Children with Challenging Behavior. Retrieved from

http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_social_dev_school_rediness.pdf.

- Technical Assistance and Training System (TATS). (2010). *Developmentally Appropriate Practice – Adaptive/Self-Help Skills*. <http://www.tats.ucf.edu/docs/eUpdates/Curriculum-14.pdf>.

Option D: Presentation or Professional Study Group

Choose one of the following formats for presenting the material that you have learned:

- ❖ Conduct a presentation on what you learned to a small group of colleagues. Write a brief reflection on the presentation, including feedback from the participants,
- ❖ Conduct a professional study group on the information from this module. This may include group discussions, sharing of journal articles or research, and/or additional bookstudy.

Verification of completed follow-up activities by the participants' supervisor is required in order for a district to award 10 inservice points. Each district is responsible to ascertain if the content of this module satisfies the content requirements for students with disabilities credit. Inservice points are awarded by the school districts through their Master Inservice Plan.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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Resources & References

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FDOE Office of Early Learning. *Ensuring access, affordability and quality of early learning services for the state's children and families*. <http://www.floridaearlylearning.com>

Florida Diagnostic and Learning Resources System (FDLRS). Child Find Services: locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services. <http://www.fdlrs.org/child-find.html>

Florida's Transition Project. Assists communities to develop, improve or sustain a seamless system of transition among agencies providing services to young children with disabilities, birth to six years of age, and their families. <http://www.floridatransitionproject.ucf.edu>

Help Me Grow, Florida. Statewide system designed to address the need for early identification of developmental and/or behavioral concerns. <https://www.helpmegrowfl.org>

National Association for the Education of Young Children (NAEYC). (2016). *Developmentally Appropriate Practice (DAP)*. <http://www.naeyc.org/DAP>

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<http://www.tats.ucf.edu>

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USDOE Early Intervention Program for Infants and Toddlers with Disabilities. *Grants for Infants and Families program (IDEA Part C)*. <http://www2.ed.gov/programs/osepeip/index.html>

USDOE Building the Legacy: IDEA 2004. *Part B—Assistance for Education of all Children with Disabilities*. [http://idea.ed.gov/explore/view/p/,root,statute,I,B,](http://idea.ed.gov/explore/view/p/,root,statute,I,B)

USDOE State Performance Plan (SPP) and Annual Performance Report (APR) Forms, and Supporting Documents. <http://www2.ed.gov/fund/data/report/idea/sppapr.html>

Resources & References

Unit 2 - Understanding the Basis for Inclusive Practices for Preschool Students: Exploring the FDOE/BEESS State Performance Plan Pre-K Indicators

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Developmental Assessment for Early Childhood. <http://www.hmhco.com/hmh-assessments/early-childhood/bdi-2>.

- Early Childhood Technical Assistance Center (ECTA). Inclusion in Least Restrictive Environments. (2012). *OSEP Policy Letter on Preschool LRE*. Retrieved from <http://ectacenter.org/topics/inclusion/default.asp>.
- FDOE Bureau of Exceptional Education and Support Services (BEES). *Administers programs for students with disabilities and coordinates student services throughout the state*. <http://www.fldoe.org/academics/exceptional-student-edu/>
- FDOE/BEES Part B State Performance Plan/Annual Performance Report (SPP/APR). *Evaluates Florida's implementation of IDEA Part B and describes how the state will improve implementation*. <http://www.fldoe.org/academics/exceptional-student-edu/data>
- FDOE/BEES State Education Agency (SEA) Profile. Series of data indicators and information about state level targets in Florida's State Performance Plan/ Annual Performance Report (SPP/APR). Retrieved from <http://www.fldoe.org/academics/exceptional-student-edu/data>.
- FDOE Strategic Plan. *Mission, vision and goals for Florida's K-20 education system*. <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>
- Florida Child Outcomes Measurement System (FCOMS). *FAQs*. Retrieved from <http://www.tats.ucf.edu/docs/faq.pdf>.
- Office of Special Education Programs (OSEP). *Responsible for ensuring states' compliance with the Individuals with Disabilities Education Act (IDEA)*. <http://www2.ed.gov/about/offices/list/osep/index.html>
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- USDOE Early Learning Inclusion. Recommendations and Resources for States, Local Programs and Providers and Families. <http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>
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Component Title: Increasing Outcomes for All Pre-K Children in Exceptional Student
Component Identifier Number: 2-100-019
Number of Inservice Points: 10

Course Description: *Increasing Outcomes for All Pre-K Children in Exceptional Education Programs* is designed as a ten-hour online learning experience. Participants are expected to complete segments of required reading included in each course unit, in addition to completing knowledge checks and reflection segments included in each unit. The participants will be provided with a variety of strategies and resources related to addressing needs of Pre-K children with delays and disabilities.

Upon completion of this course participants will demonstrate an awareness of the following:

- a. Using resources provided in the Florida Early Learning and Developmental Standards (FELDS) when developing activities and lessons
- b. Sections of Individual Education Program (IEP) and use of information related to children's present levels of performance and goals.
- c. Evidence-based practices for developing classroom and program environments that provide for a wide range of individual needs
- d. Processes related to measuring children's progress
- e. Levels of support (universal, individualized, intensive) for developing strategies to address the needs of young children

The content has been organized around seven topics:

1. Overview of resources, supports, and evidence-based practices
2. Levels of support and strategies for prompting
3. Progress monitoring
4. Classroom essentials for evidence-based practices
5. Strategies for supporting social-emotional development
6. Strategies for supporting motor development
7. Strategies for supporting language and communication

Within these five topics are 28 objectives to be demonstrated by those who successfully complete the course. Objectives reference the following:

- Department of Early Childhood (DEC) of Council for Exceptional Children (CEC), *DEC Best Practices* <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/12/Official-DEC-2014-Recommended-Practices.pdf>
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- Florida Department of Education Office of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from <http://flbt5.floridaearlylearning.com/>
- TATS & FIN Talk about Universal Design for Learning. <https://tats.ucf.edu/wp-content/uploads/sites/9/2019/07/TATSFIN-V1-No.-1New-Logo.pdf>

Specific Objectives:

Topic 1: Overview of Resources and Terminology

- Recognize definitions, types, and uses of key terms (for example, progress monitoring, standards, curriculum, response to intervention, prompting).
- Recognize and define the key sections of FELDS and IEP's (for example, domain, subdomain, goal, and objective).
- Identify resources associated with the use of FELDS, developmental checklists and continuum and other guides to evidence-based practices.
- Identify evidence-based practices for developing classroom environments that provide for a wide range of learning styles and individual needs.

Topic 2: Strategies for Levels of Supporting and Prompting Young Children

- Identify examples of the use of the skill continuum sections of FELDS to assist in the development of lessons and activities to address individual needs of children.
- Identify three levels of support (universal, individualized, intensive) from descriptions of classroom strategies.
- Identify levels of prompts associated with facilitating independence for children.
- Recognize the use of methods for reducing levels and frequency of prompts.

Topic 3: Progress Monitoring to Inform Instruction

- Use examples of information in IEP goals to select methods of progress monitoring applicable for collecting data for specific purposes.
- Identify methods for providing opportunities to apply skills across different contexts in order to observe and collect data related to skills being addressed.
- Recognize strategies for individualizing instructional supports based on results of progress monitoring.

Topic 4: Review of Evidence-based Practices

- Review information from Unit 2 related to Universal Design for Learning, individualized and targeted supports, and intensive interventions.
- Review resources for implementation of supports, including the Teaching Pyramid Model, supports for environment, participation, social development, and communication.
- Review suggestions for relating information from Florida Early Learning and Developmental Standards to information in children's Individual Education Plans in order to explore the developmental continuum and resources for skill development.

Topic 5: Developing Plans and Strategies to Address Social and Emotional Needs

- Identify specific skills included in the developmental progression of FELDS Social and Emotional Domain in order to relate the information to children's individual needs.
- Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the social and emotional domain.
- Identify opportunities to observe and collect data for progress monitoring related to social skills within a variety of early childhood settings.
- Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in managing emotions.

Topic 6: Developing Plans and Strategies to Address Motor Development

- Identify specific skills included in the developmental progression of FELDS Motor Domain in order to relate the information to children's individual needs for support.
- Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the motor domain.
- Identify opportunities to observe and collect data for progress monitoring related to motor skills within a variety of early childhood settings.
- Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in participating in motor activities.

Topic 7: Developing Plans and Strategies for Communication and Language Development

- Identify specific skills included in the developmental progression of FELDS Language and Literacy Domain (includes communication skills) in order to relate the information to children's individual needs for support.
- Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the communication domain.
- Identify opportunities to observe and collect data for progress monitoring related to communication skills and language concepts within a variety of early childhood settings.
- Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in development of communication skills.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of five "knowledge check" question/response documents. In addition, participants must complete a final 50-question knowledge check with at least 80% accuracy.

Following successful completion of the course participants must complete one of the follow-up activity options. The options include development of instructional plan, written reflection related to child development and application of course content and resources.

Verification of completed follow-up activities by the participants' supervisor is required.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Professional reading, reflection on classroom observation methods, development of instructional plan to address strategies, written responses to reflection prompts

Learning (Delivery) Methods: A, C

Implementation Methods: P, S

Evaluation Methods:

Staff: A

Student: F

FEAP: A.2, A.3, B.1

INSTRUCTIONAL PRACTICES IN ESE (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-005

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information
2. Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, and in the community)
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student -

A,B,C,D,F,G,Z FEAP: B1

INTEGRATING STANDARDS ALIGNED INSTRUCTION ACROSS THE TIERS (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-415-001

Function: 2

Focus Area: 415

Local Sequence Number: 001

POINTS TO BE EARNED: 15

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Problem Solving and Response to Intervention Project at the University of South Florida as an online learning experience. This course outlines how educators can link the Florida Standards, Florida's Multi-tiered System of Supports (MTSS), and Universal Design for Learning (UDL), together to help every student experience academic success and full inclusion in the educational process. It will present effective and efficient strategies to ensure that all instruction, regardless of the tier of delivery, is aligned with the scope, sequence, and pacing of instruction in Tier 1 and is aligned with grade-level standards. The course contains many resources and references to provide more information, examples or models and tools that can be used in one's own educational setting.

LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies support student success
- ☒ Organizational leadership proficiencies (as per FPLS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.2, 2.2.3,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☒ 1.4.2	☐	☐

IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
- ☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- It is necessary to have both the skills and the aspirations to fully understand and apply strategies and professional behaviors that facilitate standards-aligned instruction and assessment across the MTSS tiers in all content areas.
- It is critical for every educator to develop the knowledge, skills, attitudes, and behaviors (practices) to ensure instruction and assessment is delivered across all tiers aligned with the scope, sequence, and pacing of instruction in Tier 1 and within grade-level standards.
- It is essential to use Universal Design for Learning to ensure that all children have the ability to access and meet the Florida Standards, to hold every student to high academic standards, and to encourage these practices in others.
- Responsibility for learning is shared within a learning community through collaborative planning.
- Essential needs of all students include availability of equitable instruction.
- Transferability of learning is maximized when standards-aligned instruction across tiers is collaboratively planned.
- Responsibility for discerning the expectations of the standards is shared within the classroom between the teacher and students.
- Understanding universal education as integrating standards across tiers through a backwards design begins with desired results.
- Prioritizing standards-aligned criteria for data-driven instruction across tiers begins with determining desired outcomes, and this process drives considerations of assessment evidence during the initial stages of instructional design.
- Translating standards aligned-criteria into assessment evidence is accomplished through close analysis of data of, for and as learning takes place and examination of how this is being translated across the tiers.
- The student role in data-driven instruction across tiers is one of direct participation, and during the process of instructional design educators assist students by planning effective processes of including them, including formulating plans on how to effectively respond to cues provided from instruction that is taking place.
- Leveraging standards-aligned instruction across the tiers creates an environment that facilitates the learning of all students.
- Interventions, supports, scaffolds, and accommodations can be integrated within learning experiences to strengthen them.
- Flexible design provides opportunities for all students to access standards-aligned instruction across the tiers.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, develop reflections by completing the performance-based assessment questions, and pass a final assessment with at least 80% accuracy.

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will also be required to complete written reflections as a part of the performance-bases assessment questions.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the performance-based assessment and a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options for participants to choose from. The first option consists of a targeted observation and feedback meeting with an administrator, coach, or mentor teacher to share evidence from the required Performance Based Assessment – Case Study. The second is the participation in a professional leaning community (PLC) that meets to discuss the objectives and reflection questions provided. Or the third which is the creation of a written, video, or audio reflection in response to the unit-specific Performance Based Assessment – Case Study sections.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components,

and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC Name(s) of Component Author(s):
Zoe Mahoney, Sandy Lewis

INTERPERSONAL INTERACTIONS AND PARTICIPATION (PDA)

Professional Development

Alternatives (PDA)

COMPONENT IDENTIFIER

NUMBER: 2-100-003

Minimum/Maximum Inservice Points: 30/30

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information
2. Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, and in the community)
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will

also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student -

A,B,C,D,F,G,Z FEAP: B1

INTRODUCTION TO DIFFERENTIATING INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 1-100-007

Minimum/Maximum Inservice Points: 20/20

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Participants will be able to define and apply the following terms as they relate to differentiated instruction:
 - Responsive learning environment
 - Clarity about the learning goal
 - Respectful tasks
 - Know-Understand-Do (KUD)
 - Flexible grouping
 - Readiness
 - Formative assessment
 - Interest
 - Pre-assessment
 - Learning profile/preferences
 - Summative assessment
 - Differentiated assignments
2. Participants will be able to plan for meaningful differentiated instruction focusing on what is most important for students to be able to “know”, “understand”, and “do”—the KUDs of Differentiating Instruction.

3. Participants will examine the importance of planning for meaningful differentiated instruction by conducting ongoing assessment before, during, and after instruction so the teacher may adjust lesson content, format, and supports to respond to students' needs.
4. Participants will examine whole group, small group, and partner work, as well as individual assignments. They will also utilize respectful work, determined by assessment information and linked precisely to clear learning goals, which is engaging, interesting, and challenging for each student.
5. Participants will understand that "meaningful differentiation" is not a program and is more than any one particular instructional strategy, tool, activity, or lesson and that in a differentiated environment; each student is valued for his or her contributions and has multiple opportunities to contribute to others and to learn from others' contributions.
6. Participants will demonstrate the ability to:
 - Evaluate their current practice related to the guidelines of differentiation.
 - Discuss the rationale for differentiation.
 - Determine what is most important for students to Know-Understand-Do.
 - Make the connection between meaningful differentiation and continuous assessment.
 - Identify the characteristics of a responsive learning environment.
 - Analyze a differentiated assignment.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery)

Methods: A,B,C,D,F,G,I

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G

Student – F,G,Z FEAP: B1

LANGUAGE READING CONNECTION (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-409-001

Function: 2

Focus Area: 409

Local Sequence Number: 001

POINTS TO BE EARNED: 10

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the RtI Teaching Learning Connections Project at the University of Central Florida as an online learning experience. This course provides a professional development opportunity for school-based Speech Language Pathologists (SLPs). The course provides SLPs with in-depth information, opportunities for practice and application and resources to assist them in performing their role in reading intervention for elementary level students, specifically in the areas of vocabulary and comprehension.

LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒ Assessment and tracking student progress

☒ Continuous Improvement practices

☒ Instructional design and lesson planning

☒ Multi-tiered System of Supports (MTSS)

☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

☒ Non-Classroom Instructional staff proficiencies support student success

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5
Learning	☒ 1.2.2, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3., 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

1. Identify special education legislation that impacts the work of SLPs in schools.
2. Recall Florida legislation that impacts reading.

3. Explain how the roles and responsibilities of school-based SLPs have evolved.
4. Discuss the process of using assessment data to make instructional decisions.
5. Describe Multi-Tiered Systems of Supports (MTSS) and the problem-solving process.
6. Name and explain various methods of assessment used in Florida.
7. Relate the SLP's role in the processes of assessments and intervention.
8. Recall research on literacy and children who are at risk for reading difficulties.
9. Define Florida's Formula for Reading Success.
10. Name and define the six essential components of reading instruction recognized in Florida.
11. Name and define the five components of language.
12. Describe intervention strategies for developing phonological awareness.
13. Describe intervention strategies for developing for oral Define the word, *vocabulary*.
14. Recall the frequency of word acquisition in young children, noting the "word gap."
15. Explain the three vocabulary tiers identified by Isabel Beck, et al.
16. Identify strategies to help children build and utilize their vocabulary.
17. Relate examples of tools that can help children increase their vocabulary.
18. Name and define the components of language comprehension.
19. Explain why comprehension is a complex task.
20. Describe several strategies used by readers to comprehend text.
21. Relate the principles of reciprocal teaching, citing best practices for reading comprehension.
22. Relate the role of the SLP as literacy collaborator.
23. Identify benefits and challenges in collaboration.
24. Pinpoint roadblocks for collaboration and generate solutions.
25. Recall models of service delivery.
26. Write a goal and an objective for becoming a literacy collaborator.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants may choose to summarize and apply information from a reading and plan an event for professionals at the participant's school site. For the second option, they may choose to assess, observe and plan support for a student with reading difficulties, then provide vocabulary and comprehension instruction for that student.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also

inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and
Development, NEFEC Name(s) of Component
Author(s): Zoe Mahoney, Sandy Lewis

LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-004

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student -

A,B,C,D,F,G,Z FEAP: B1

4-13

LANGUAGE READING CONNECTION (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-409-001

Function: 2

Focus Area: 409

Local Sequence Number: 001

POINTS TO BE EARNED: 10

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the RtI Teaching Learning Connections Project at the University of Central Florida as an online learning experience. This course provides a professional development opportunity for school-based Speech Language Pathologists (SLPs). The course provides SLPs with in-depth information, opportunities for practice and application and resources to assist them in performing their role in reading intervention for elementary level students, specifically in the areas of vocabulary and comprehension.

LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒ Assessment and tracking student progress

☒ Continuous Improvement practices

☒ Instructional design and lesson planning

☒ Multi-tiered System of Supports (MTSS)

☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

☒ Non-Classroom Instructional staff proficiencies support student success

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5
Learning	☒ 1.2.2, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3., 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

1. Identify special education legislation that impacts the work of SLPs in schools.
2. Recall Florida legislation that impacts reading.

3. Explain how the roles and responsibilities of school-based SLPs have evolved.
4. Discuss the process of using assessment data to make instructional decisions.
5. Describe Multi-Tiered Systems of Supports (MTSS) and the problem-solving process.
6. Name and explain various methods of assessment used in Florida.
7. Relate the SLP's role in the processes of assessments and intervention.
8. Recall research on literacy and children who are at risk for reading difficulties.
9. Define Florida's Formula for Reading Success.
10. Name and define the six essential components of reading instruction recognized in Florida.
11. Name and define the five components of language.
12. Describe intervention strategies for developing phonological awareness.
13. Describe intervention strategies for developing for oral Define the word, *vocabulary*.
14. Recall the frequency of word acquisition in young children, noting the "word gap."
15. Explain the three vocabulary tiers identified by Isabel Beck, et al.
16. Identify strategies to help children build and utilize their vocabulary.
17. Relate examples of tools that can help children increase their vocabulary.
18. Name and define the components of language comprehension.
19. Explain why comprehension is a complex task.
20. Describe several strategies used by readers to comprehend text.
21. Relate the principles of reciprocal teaching, citing best practices for reading comprehension.
22. Relate the role of the SLP as literacy collaborator.
23. Identify benefits and challenges in collaboration.
24. Pinpoint roadblocks for collaboration and generate solutions.
25. Recall models of service delivery.
26. Write a goal and an objective for becoming a literacy collaborator.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants may choose to summarize and apply information from a reading and plan an event for professionals at the participant's school site. For the second option, they may choose to assess, observe and plan support for a student with reading difficulties, then provide vocabulary and comprehension instruction for that student.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also

inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and
Development, NEFEC Name(s) of Component
Author(s): Zoe Mahoney, Sandy Lewis

LEADERSHIP FOR INCLUSION OF STUDENTS WITH DISABILITIES (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 7-513-002

Function: 7

Focus Area: 513

Local Sequence Number: 002

POINTS TO BE EARNED: 20

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Florida Department of Education and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center as an online learning experience. This course is designed to provide participants with research-based information, best practice and specific resources and examples related to school leadership that supports positive outcomes for students with disabilities within effective inclusive schools. The course addresses the varied dimensions of school and collaborative leadership necessary to foster collective responsibility for students with disabilities, including the important partnerships with parents and families. In addition, it addresses the role of district leaders in supporting effective instruction for students with disabilities.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5., 3.1.6
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1, 1.4.2	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define the terms disability and special education.
- Name the 13 areas of disability identified by federal law.
- State the importance of outcomes for students with disabilities.
- Explain special education in the context of current accountability requirements.
- Recognize examples of leadership standards and ethics.
- Describe the importance of school leadership for all students.
- Identify dimensions of leadership with a focus on students with disabilities.
- Define what inclusion means.
- Identify how inclusion is officially defined in the state of Florida.
- Tell how often students with disabilities are included in general education classrooms.
- Describe the basis for inclusion in federal law.
- Describe qualities of effective inclusive schools.
- Relate common challenges to inclusion.
- Describe resources for overcoming challenges to inclusion.
- Identify types of changes that are needed to develop an effective inclusive school.
- Recognize what can be learned from teachers' beliefs about inclusive schools.
- Identify types of principal leadership that relate to improving student outcomes.
- Explain how areas of principal leadership relate to the development of effective inclusive schools.
- Explain the importance of high expectations for students with disabilities.
- Identify key dimensions of instructional leadership related to students with disabilities.
- Relate collective and distributed forms of leadership to students with disabilities.
- Explain the importance of a collaborative culture for student and teacher success.
- Describe characteristics of collaborative work by school professionals.
- Describe key leadership practices for principals to promote and sustain collaboration.
- Identify major structures that enable teachers and specialists to collaborate in support of inclusive education.
- Consider the impact of IDEA on parental rights.
- Identify benefits of parent/professional partnering.
- Compare and contrast the traditional family involvement model to the parent/professional partnership model.
- Pinpoint key professional behaviors that facilitate successful collaborative relationships.
- Explore ways parents can support student achievement in special education.
- Describe how challenges facing principals become more manageable with system-wide leadership teams that oversee focused initiatives and monitor agreed upon practices.
- Explain how results-driven accountability is changing the ways that local special education administrators interact with principals to foster excellent and inclusive teaching and learning.

- Identify four strategies LSEAs or district exceptional student education (ESE) directors in Florida can demonstrate when supporting school leaders in serving students with disabilities.
- List ways in which principals and special education administrators can work together to create cohesive and inclusive instructional leadership for all learners.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will be provided a digital copy of the Course Workbook which they can complete digitally or print out and complete in a handwritten format as they work through the course.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the reflections captured in the provided Course Workbook and a follow-up implementation activity designed as an application of course objectives.

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

In addition to the collection of written reflections to questions posed throughout the course in the Course Workbook, participants completing this component will be required to complete a follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose to conduct an awareness presentation for colleagues or engage in professional discourse through participation in a professional learning community (PLC).

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required

by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and

Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

Component Title: Leading Within an MTSS**SDE Component No: 7-400-001****Max. Points: 5 Min. Points: 5**

This online professional development opportunity was developed in partnership with the Problem Solving and Response to Intervention Project at the University of South Florida, the Bureau of Exceptional Education and Student Services at the Florida Department of Education, and the Personnel Development Support Project at Florida State University, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Prerequisite knowledge for this course includes familiarity with the evidence-based model of multi-tiered systems of supports (MTSS). MTSS emphasizes the use of learning standards with student-centered data to develop, implement, and evaluate academic and behavior instruction that is delivered in varying intensities (tiers) based on student need.

Target Group:

The *Leading Within an MTSS* course provides educational leaders with the context of Florida Department of Education's Multi-tiered Systems of Supports (MTSS) by leveraging the learning standards to assure all students succeed.

General Objectives:

- Gain insights to observing and documenting teacher and student actions that may be present in standards-aligned instruction across the tiers.
- Analyze and interpret elements of standards-aligned instruction across the tiers within a universal education.
- Prioritize next steps that can be taken at a systems level to ensure standards-aligned instruction occurs across the educational environment.

Specific Objectives:

- Define the terms standards-aligned instruction and universal education.
- Define what Universal Design for Learning (UDL) is and is not.
- Describe how the relationship between instruction and culture align with the school's core purpose.
- Describe qualities of effective systemic practices.
- Explain how integrating standards-aligned instruction across the tiers sets high expectations for all students.
- Explain standards-aligned instruction across the tiers in the context of universal education.
- Identify and define types of changes needed to develop an effective approach to standards-aligned instruction across the tiers.
- Identify how leading UDL practices is foundational to standards-aligned instruction across tiers.
- Identify ways to disperse leadership that relates to improving student outcomes.
- Recognize examples of leadership practices that support or hinder teaching and learning actions within an MTSS.
- Recognize what can be learned from instructional coaches', teachers' and students' beliefs about universal education.

- Reflect on possible implementation opportunities aligned to the school's desired results.
- Reflect on their school's current state of standards-aligned instruction across the tiers.
- Relate current systemic structural challenges to a universal education.

Description of Activities:

- **Participant Course Workbook** - The course workbook organizes the checkpoints and checks for understanding to offer a cohesive representation of participant's learning along the way.
- **Introduction** - The introduction is intended to set the purpose for each unit.
- **Checkpoints** - Checkpoints evolve and build upon one another throughout the units of the course. There are nine checkpoints total spread across the units.
- **Check Your Knowledge** - Strategically placed at the end of each unit, these checks assure the big ideas of the unit content are reflected upon.
- **Videos** - Audio, descriptive text, and videos are incorporated throughout the course to give life to examples of practice in the field.
- **Glossary** - Some terms are defined as participants encounter them for the first time. These terms are noted by a dotted underline. When participants click or tap on these terms, the definitions will be displayed.

In-service points can only be awarded by a Florida school district/organization with an approved Florida Master In-service Plan (MIP). It is recommended that educational leaders contact their individual school district's professional development department **BEFORE** beginning a course to verify the requirements that must be fulfilled in order to earn in-service credits towards renewal of a Florida educator's certificate.

In order to be eligible for possible district-awarded in-service credit for this course, participants must successfully complete all of the following items:

- **Review of All Course Content**
Each content unit includes objectives, supplemental resources, performance-based assessment questions, and activities.
- **Final Assessment**
Pass the final assessment with at least 80% accuracy. The final assessment can be accessed from the My Courses page, **AFTER** reviewing all the course content.
- **Performance-based Assessment**
Complete the directions for the corresponding section of this document located at the end of each unit.
- **Follow-up Activity**
Select and complete one of the options provided to implement what was learned. Complete instructions can be accessed under Required Next Steps on the My Courses page. They are **ONLY** available after participants have successfully passed the final assessment.
- **Follow-up Activity Verification Form**
Submit the Follow-Up Activity and Verification Form to a supervisor to sign, then upload the signed verification form to the My Course page under Required Next Steps.
- **Satisfaction Survey**
Complete the Satisfaction Survey. It can be accessed from Required Next Steps on the My Courses page. It is only available after **ALL** the above requirements have been completed.
- **Certificate of Completion**
Print and submit the Certificate of Completion to the district's professional development department. It

is located under Required Next Steps on the My Course page. It is ONLY available after ALL the above requirements have been completed.

Evaluation:

Participants will complete the required final assessment with at least 80% accuracy. Participants are given unlimited trials to achieve the 80% passing rate, with a mandatory wait time of 24 hours between each retake.

Participants wanting to earn in-service points are required to complete one of four follow-up activity options in addition to the course content.

Follow-Up Strategies:

Following successful completion of the course, participants must complete the required steps below to complete the follow-up activity and submit it for verification by a principal or supervisor.

1. Complete the Participant Course Workbook found in the course.
2. Review the activities and requirements on the following pages and select ONE follow-up activity option to complete.
 - Option 1: Targeted Observation and Feedback
 - Option 2: Professional Learning Community (PLC)
 - Option 3: Video or Audio Reflection
3. Participants use what they have learned to complete the follow-up activity, then submit the form to a principal or supervisor to sign, acknowledging that she/he has reviewed the follow-up activity.
4. Upload a scanned copy of the signed Verification Form to the My Independent Study Courses page under Required Next Steps.
5. Complete the Satisfaction Survey.

Verification of completed follow-up activities by the participants' supervisor is required for a district to award 5 in-service points. Each district is responsible to ascertain if the content of this course satisfies the content requirements for students with disabilities credit. Inservice points are awarded by the school districts through their Master Inservice Plan.

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TITLE: Math Difficulties, Disabilities and Dyslexia Online Professional Learning Course

COMPONENT NUMBER: 2-100-023

Function: 2

Focus Area: 100

Local Sequence Numbers: 023

POINTS TO BE EARNED: 7

2. DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide participants with a better understanding of the characteristics of student mathematics challenges and related instructional needs. It includes information intended to build the background knowledge and growth mindset of participants, so they are able to better meet the needs of students who face challenges with mastery in mathematics.

3. 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

☐ Master of a specific leadership Practice

☒ Multi-tiered System of Supports (MTSS)

☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

☐ Non-Classroom Instructional staff proficiencies support student success

☐ Organizational leadership proficiencies (as per FPLS)

- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other:

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT (Select all that apply and add Protocol Standard Title and Number)

Educator Level

- ☒ Planning- 1.1.1.
- ☒ Learning- 1.2.3, 1.2.5.
- ☒ Implementing- 1.3.1, 1.3.3.
- ☐ Evaluating-

School Level

- ☐ Planning
- ☒ Learning-2.2.3., 2.2.5.
- ☒ Implementing-2.3.3.
- ☐ Evaluating-

District Level

- ☒ Planning-3.1.3.
- ☒ Learning-3.2.3., 3.2.5.
- ☒ Implementing-3.3.3.
- ☐ Evaluating-

☐ Check here if not significantly related to any Protocol Standard

5. 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

6. SPECIFIC LEARNER OUTCOMES: Upon completion of this course, participants will understand or be able to do the following:

1. Define the terminology commonly associated with math difficulties and disabilities
2. Identify the characteristics of dyscalculia
3. Recognize the language and neurobiological basis of a math disability
4. Summarize current research on dyscalculia
5. Recognize instructional best practices that will support students in math facing challenges
6. Define the terminology commonly associated with math difficulties and disabilities
7. Identify the characteristics of dyscalculia
8. Recognize the language and neurobiological basis of a math disability
9. Summarize current research on dyscalculia
10. Recognize instructional best practices that will support students in math facing challenges
11. Define the terminology commonly associated with math difficulties and disabilities
12. Identify the characteristics of dyscalculia
13. Recognize the language and neurobiological basis of a math disability
14. Summarize current research on dyscalculia
15. Recognize instructional best practices that will support students in math facing challenges
16. Describe the three elements of the CRA approach
17. Explain some practices and strategies of instruction that are supported by utilizing the CRA approach
18. Describe the three elements of the CRA approach
19. Explain some practices and strategies of instruction that are supported by utilizing the CRA approach

7. LEARNING PROCEDURES (Methods): B: Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre-assessment, review relevant web sites and professional articles, identify key terms, complete interactive quizzes and Your Turn reflection activities, view any included videos, and pass a final assessment with at least 80% accuracy.

HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including relevant professional articles, videos and websites in the online course environment and as external links. As they work through the course participants will also complete Your Turn activities designed to assist them in the reflection and application of specific concepts provided in the course. Other activities include the thorough review of selected resources and related activities.

KEY ISSUES to be included in Participant Implementation Agreements (if used):

Participants must complete a pre-assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Your Turn activities and a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to participate in a professional learning community (PLC) with fellow educators in the school/district, participate in a PLC with fellow math leaders in the school/district or present what is learned in the course to a group of colleagues.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

9. IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

- What methods will be used to evaluate the impact of the component on the targeted "Impact Areas" and Targeted "Learner Outcomes?" See BEES WEBSITE
- Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

- What other forms of evaluation data will be gathered: SEE BEES WEBSITE
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementing PD?
 - c. Who will use these aspects of PD evaluation data?

Date approved: 02.14.20

Departments: FDLRS, Professional Learning and Development

Name(s) of Component Author(s): FSLRS HRD

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Every Student Succeeds Act (ESSA) Section 8002 (MTSS)

Every Student Succeeds Act (ESSA) Section 8101 (21)(A)

MATRIX OF SERVICES (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 8-103-103

Minimum/Maximum Inservice Points: 5

TARGET GROUP

Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for educators. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVES

To provide an opportunity for participants to become acquainted with background information on the Matrix of Services, to examine the requirements for matrix completion and to provide the opportunity to accurately complete a matrix for students with disabilities.

SPECIFIC OBJECTIVES:

1. Examine how funding is determined for Florida's exceptional student education population.
2. Identify students who are eligible to have a Matrix of Services document.
3. Identify the person who is eligible to complete the Matrix of Services document.
4. Identify and describe all Matrix of Services required components.
5. Identify and demonstrate an understanding of the five domains and levels of service of the Matrix of Services.
6. Identify and demonstrate an understanding of the application of special considerations ratings and their possible impact on the overall Matrix of Services funding rating.
7. Describe the steps involved in rating the five domains and levels and how those ratings are used to determine the matrix overall rating and funding cost factor.
8. Review Florida resources relevant to completion of the Matrix of Services document.
9. Review an IEP and complete a Matrix of Services document based on the review.
10. Upon completion of this component, participants will be able to:
11. Identify a Matrix of Services document.
12. Complete a Matrix of Services document based on a review of an individual educational planning document.
13. Identify how student educational needs and services impact the matrix funding document.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
5. Identify key terms associated with the Matrix of Services document.
6. Complete activities to demonstrate understanding of the five domains of the matrix.
7. Complete activities to demonstrate understanding of the five levels of service in each domain of the matrix.
8. Complete activities to demonstrate an understanding of how to complete each domain to reflect services noted in the individual educational planning document.
9. Complete all comprehension checks.
10. Complete all assessment tasks.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual 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.

Follow-Up Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this module via 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.

Learning (Delivery)

Methods: B

Implementation

Method: N,O,P,R

Evaluation Methods: Staff - A,B,C,D,E,F,G Student -

A,B,C,D,F,G,Z FEAP: A1,A2,A3,A4

MULTI-TIERED SYSTEM OF SUPPORT: AN INTRODUCTION (PDA)

Online Professional Learning Course

COMPONENT NUMBER: 8-415-002

Function: 8

Focus Area: 415

Local Sequence Number: 001

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Problem Solving and Response to Intervention Project at the University of South Florida as an online learning experience. This course is designed to provide participants with a foundational understanding of a multi-tiered system of supports (MTSS).

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☐
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3.
Implementing	☒ 1.3.1	☒ 2.2.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Understand the context for an MTSS.
- Understand foundational concepts of an MTSS.
- Understand the conceptual underpinnings of MTSS.
- Understand the critical components of Tier 1, Tier 2, and Tier 3.

- Identify issues critical to the implementation of an MTSS.
- Know the four steps of the problem-solving process.
- Understand and recognize the logic of the four steps of the problem-solving process within the tiered levels of support.
- Be able to apply the four steps of the problem-solving process within the tiered levels of support.
- Understand how special education relates to an MTSS.
- Know the evaluation process for disabilities within an MTSS.
- Understand Specially Designed Instruction (SDI) and how SDI is provided within MTSS.
- Apply the foundational concepts and critical components of an MTSS to a case example.
- Apply the four steps of the problem-solving process using data.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will also be required to collect written reflections in a Reflection Journal as they work through the course.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Reflection Journal and a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to either conduct a presentation to colleagues, participate in a professional study group, or complete a set of written responses analyzing what they have learned.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used

by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC Name(s) of Component Author(s):
Zoe Mahoney, Sandy Lewis

**PDA Professional Development Alternatives
PBS: Understanding Student Behavior**

Professional Learning Catalog Sample Inservice Component
Updated: May 1, 2020

SDE Component No: 5-101-004

Max. Points: 60

Min. Points: 60

Target Group:

Sponsored by FDOE Bureau of Exceptional Education and Student Services (BEES) and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this course 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.

This online learning experience, when completed in its entirety, is approved to fulfill three (3) hours of the “out of field” credit requirement for teachers who are teaching outside their area of certification in ESE classrooms.

General Objective:

This course enables educators to develop, increase and demonstrate knowledge and skills in assessing and designing behavior supports and identifying the legal and ethical issues pertaining to behavioral strategies. Activities focus on identifying data collection strategies as well as on identifying and interpreting elements of a functional behavior assessment and functional behavior intervention plan. Information is included on how to recognize and use various models of positive behavior management.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. To examine the legal responsibilities, one must address when developing and implementing functional behavior assessments and behavior intervention plans.
2. To identify the (a) essential ethical principles to be followed in establishing individualized positive behavior support plans and (b) specific legal requirements pertaining to conducting functional assessments.
3. To examine the background, critical themes, and components of a comprehensive individualized positive behavior support plan.
4. To explore the historical perspective of the functional behavior assessment and individualized positive behavior support plans as it relates to applied behavior analysis.
5. To describe the multi-step problem solving processes that ensure a better understanding of student behavior and how to develop effective individualized positive behavior support plans.
6. To analyze the basic principles of behavior and examine the importance of appropriate reinforcements and consequences.

7. To identify the functions of behavior and increase one's ability to define behaviors in measurable and objective terms.
8. To identify the essential team members for creating effective plans.
9. To learn how to utilize the person-centered planning process to identify meaningful goals.
10. To develop a comprehensive understanding of the focus on the individual and environmental circumstances influencing behavior.
11. To assess the essential components and importance of the role of the family in the development of an effective positive behavior support plan.
12. To assess students' strengths and needs and target specific settings in need of intervention.
13. To utilize the five functional assessment methods in the functional behavioral assessment process.
14. To identify and define behaviors to be targeted.
15. To review and interpret observational and interview data to identify patterns or trends surrounding a targeted behavior.
16. To develop a hypothesis based on examination of the relationships between antecedents, behaviors, and consequences.
17. To develop the skills necessary in determining appropriate goals of intervention.
18. To examine the correlation between curriculum and behavior.
19. To become familiar with instructional checklists used to determine the appropriateness of instructional strategies.
20. To determine effective instructional techniques that support successful classroom management programs.
21. To analyze behavior and its function in preparation for determining strategies to prevent behaviors from occurring.
22. To examine proactive skills for developing replacement behaviors.
23. To reduce student behaviors through the teaching of replacement skills that are more appropriate, efficient, and effective ways of getting the same outcomes or functions as did the target behavior.
24. To identify lifestyle issues that impact targeted behaviors.
25. To identify the need for and development of a crisis plan.
26. To identify objective measures for documenting student progress.
27. To track changes in target behaviors, as well as successes and failures, and determine appropriate interventions.
28. To utilize a self-check process to determine thoroughness of plans.
29. To develop and use a measure for evaluating the fidelity of behavior strategy implementation.
30. To identify the most appropriate evaluation approaches for individual cases.

Description of Activities:

Participants will achieve mastery of the objectives by completing the online course, in its entirety, which includes the following directed activities, referenced within the course, and appropriate to the various areas of content:

1. Review all course content and related professional articles and provide summaries/comparisons as directed.
2. Research, identify and describe formal and informal instruments for behavior assessment.
3. Complete multiple choice, true-false, matching and fill-in-the-blank comprehension checks.
4. Review and correctly use behavioral terms.
5. Match effective strategies to actual case studies.
6. Obtain, review, and analyze local and state documents, procedures and practices that relate to behavior.
7. Write essays around key concepts, trends, issues, ethical issues, challenges and barriers, and laws.
8. Review web-based resources, including national, state, and local agencies, advocacy groups, and resource centers.
9. Develop and/or evaluate a Functional Behavioral Assessment (FBA) and Behavior Improvement Plan (BIP), using a prescribed set of quality indicators.
10. Using the case study approach, apply knowledge of behavior to develop appropriate goals for a student.
11. Meet as a group (face to face, online via webinars, in discussion groups or via email) to share challenges and successes.

Evaluation:

Assessment Tasks will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the course facilitator. A scoring rubric, developed and shared within the course, will assure consistency in evaluation by course facilitators.

Follow-Up Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this course via classroom related investigation/activities, email 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.

READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-100-018* / **2-013-005****

Function: 2

Focus Area: 013**

Local Sequence Number: 005**

POINTS TO BE EARNED: 20

*Use component number for SWD inservice points.

****Use component number for Reading inservice points.**

May only use the inservice hours for one of the components, not towards both.

DESCRIPTION:

Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide participants with a better understanding of the characteristics of student reading challenges and the related instructional needs. It includes information intended to build the background knowledge and growth mindset of participants, so they are able to better meet the needs of students who face challenges with reading mastery.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define the terminology commonly associated with reading disabilities.
- Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.
- Recognize the language and neurobiological basis of reading disabilities.
- Summarize current research on dyslexia.
- Explain how a multi-tiered system of supports identifies and supports students with reading difficulties/disabilities.
- Show an awareness of the four types of reading assessments.
- Describe how the problem-solving approach is used to determine the specific needs of students with reading disabilities.
- Use the progress monitoring process to engage data-based problem solving within a multi-tiered system of supports approach to serving students with a variety of reading difficulties and disabilities.
- Define what is meant by evidence-based instruction.
- Explain how to match evidence-based instruction to the instructional needs of individual students.
- Determine if and when a change in content or pedagogy is needed within an intervention.
- Consider alternative options for instruction as necessary.
- Describe the six elements of a structured literacy instructional approach/program.
- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Explain some practices and strategies of instruction that support students with reading disabilities.
- Define what is meant by universal design for learning and instruction (UDL).
- Define what is meant by assistive technology (AT).
- Access UDL and AT technology supports for your students with a variety of reading difficulties and disabilities.
- Relate the importance of integrating AT into evidence-based and structured literacy practices.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and Teacher Toolkit reflection activities, view any included videos, and pass a final assessment with at least 80% accuracy.

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. As they work through the course participants will also complete Teacher Toolkit activities designed to assist them in the application of specific tools provided in the course. Other activities include the thorough review of selected resources and related activities.

- **KEY ISSUES** to be included in participant implementation agreements:
Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Teacher Toolkit activities and a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to participate in a professional learning community (PLC) with fellow educators in the school/district, participate in a PLC with fellow literacy leaders in the school/district or present what is learned in the course to a group of colleagues.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the

course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the

Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data.

These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and
Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

Secondary Transition Online Professional Learning Course

TITLE: Secondary Transition

COMPONENT NUMBER: 8-103-108

Function: 8

Focus Area: 103

Local Sequence Number: 108

POINTS TO BE EARNED: 12

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Project 10: Transition Education Network as an online learning experience. This course provides a professional development opportunity for transition professionals. The course provides a general overview of secondary transition, including transition assessment, the Transition IEP and the Summary of Performance (SOP), including compliance aspects, and engaging students and ensuring they have self-determination and self-advocacy skills. The tenets of transition taxonomy and predictors of post-school success, such as family involvement and interagency collaboration, are embedded throughout the course.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Continuous Improvement practices
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other: Meeting Federal and state legislative requirements for students with disabilities in regards to transition planning activities, assessment, the transition IEP, the summary of performance, self-determination and self-advocacy

1. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.5
Learning	☒ 1.2.5	☒ 2.2.5	☒ 3.2.5
Implementing	☒ 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- The transition taxonomy and evidence-based predictors of positive post-school outcomes.
- Essential transition services.
- The interrelatedness of the transition-related federal indicators, including how they support student success.
- Write postsecondary goals for the IEP that are measurable, aligned with transition assessment data, and reflect post-school outcomes in postsecondary education, training, employment, and/or independent living.
- Describe the legal basis, contents, and purpose of the Summary of Performance and identify the benefits of a fully developed SOP.
- Identify the key concepts of self-determination and self-advocacy for students with disabilities and describe related federal and state legislation.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. The activity includes a rubric the participant will use to evaluate the secondary transition program in their school or district. In addition, the participant must identify one new service the school/district could offer, one strategy to better prepare families to provide transition activities for their student, and one way in which the school/district can improve facilitation of services between the school/district and agency/community resources.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC Name(s) of Component Author(s):
Zoe Mahoney, Sand

SIM – CONTENT MASTERY ROUTINE (PDA)

Professional Development Alternatives

COMPONENT IDENTIFIER NUMBER: 2-100-021

Minimum/Maximum Inservice Points: 30/30

GENERAL OBJECTIVE

This course offers teachers a package of instructional methods that can be used to present complex content in a manner that improves the overall clarity of the information, while engaging students in the learning process. Teachers make decisions about what content to teach, translate that content into easy-to-understand formats, and present it in a memorable way. These instructional tools can be used within all subject areas.

The SIM – EPD Concept Mastery Routine is part of the Strategic Instruction Module (SIM) developed at KUCRL. Content Enhancement Routines are teacher-focused interventions that are directed at how teachers think about, adapt, and present their critical content in learner-friendly fashion. They are validated instructional approach based on decades of research at the University of Kansas Center for Research on Learning (KUCRL).

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

Content Enhancement Routines (CE) Related to Concept Mastery Routine

1. Demonstrate the essential teaching behaviors to facilitate student achievement using the Concept Mastery Routine.
2. Provide specific instruction in the Cue-Do-Review Sequence of the Concept Mastery Routine.
3. Utilize the Concept Mastery Routine in subject appropriate situations.
4. Provide student impact data as a result of using the Concept Mastery Routine.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

LEARNING STRATEGY/METHODOLOGY PROCEDURES:

Participants will:

1. Reflection on implementation.
2. Coaching and mentoring to ensure appropriate application of knowledge and skills.

3. Access web-based resources.
4. Network to share best practices & updates.
5. Compile assessment data.
6. Modify practices based on data.

EVALUATION OF PARTICIPANTS:

Participants must demonstrate a mastery of the training content as measured by an assessment or other valid measure. Participants will provide feedback regarding the format of the professional learning opportunity via an evaluation tool.

IMPLEMENTATION ACTIVITIES:

Participants will:

1. Reflect on implementation
2. Be provided with coaching and mentoring to ensure appropriate application of knowledge and skills
3. Access web-based resources
4. Network to share best practices & updates
5. Compile assessment data
6. Modify practices based on data

COMPONENT EVALUATION:

Professional learning facilitator(s) will assess the degree to which the activities addressed the specific objectives and will make recommendation for revision through a component evaluation.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K Implementation

Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student

- A,B,C,D,F,G,Z FEAP: B1

NEFEC Summer 2019

SIM – EPD UNIT ORGANIZER ROUTINE (PDA)

Professional Development Alternatives

COMPONENT IDENTIFIER NUMBER: 2-100-022

Minimum/Maximum Inservice Points: 30/30 GENERAL OBJECTIVE

This course offers teachers a package of instructional methods that can be used to help frame a unit, or “chunk” of content, for students. By framing a unit the teacher helps students see and understand the “big picture” of that portion of the course. These instructional tools can be used within all subject areas.

The SIM – EPD Unit Organizer Routine is part of the Strategic Instruction Module (SIM) developed at KUCRL. Content Enhancement Routines are teacher-focused interventions that are directed at how teachers think about, adapt, and present their critical content in learner-friendly fashion. They are validated instructional approach based on decades of research at the University of Kansas Center for Research on Learning (KUCRL).

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

Content Enhancement Routines (CE) Related to Unit Organizer

1. Demonstrate the essential teaching behaviors to facilitate student achievement using the Unit Organizer Routine.
2. Provide specific instruction in the Cue-Do-Review Sequence of the Unit Organizer Routine.
3. Utilize the Unit Organizer Routine in subject appropriate situations.
4. Provide student impact data as a result of using the Unit Organizer Routine.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

LEARNING STRATEGY/METHODOLOGY PROCEDURES:

Participants will:

1. Reflection on implementation.
2. Coaching and mentoring to ensure appropriate application of knowledge and skills.
3. Access web-based resources.
4. Network to share best practices & updates.
5. Compile assessment data.

6. Modify practices based on data.

EVALUATION OF PARTICIPANTS:

Participants must demonstrate a mastery of the training content as measured by an assessment or other valid measure. Participants will provide feedback regarding the format of the professional learning opportunity via an evaluation tool.

IMPLEMENTATION ACTIVITIES:

Participants will:

1. Reflect on implementation
2. Be provided with coaching and mentoring to ensure appropriate application of knowledge and skills
3. Access web-based resources
4. Network to share best practices & updates
5. Compile assessment data
6. Modify practices based on data

COMPONENT EVALUATION:

Professional learning facilitator(s) will assess the degree to which the activities addressed the specific objectives and will make recommendation for revision through a component evaluation.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K Implementation

Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student

- A,B,C,D,F,G,Z FEAP: B1

NEFEC Summer 2019

Strategies to Support PreK Activities and Routines

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 5-012-001

Minimum/Maximum Inservice Points: 10/10

TARGET GROUP

Developed by the Florida Diagnostic Learning Resources System of the Florida Department of Education as an online learning experience primarily for those interested in PreK education. Partial credit will be granted.

GENERAL OBJECTIVES

This course focuses on the interrelatedness of skills in developmental domains along with suggestions for observing, planning and implementing supports for all children in PreK. It provides an overview of developmental skills and milestones as they relate to children's participation in pre-kindergarten classrooms.

SPECIFIC OBJECTIVES

- Identify the developmental continuum for children ages birth to age six.
- Identify skills in specific developmental domains.
- Identify terminology and concepts related to domains of development.
- Describe levels and types of support that should be considered when designing lessons and activities.
- Recognize safe classroom environments, and strategies that support routines, rules and transitions.
- Identify factors including disabilities and developmental delays, which impact children's functioning levels
- Identify factors that impact developmental skills in the social-emotional domain.
- Identify factors that impact participation in routines and

activities that require the use of language and communication skills.

Upon completion of this component, participants will be able to:

1. Identify the developmental continuum for children ages birth to age six.
2. Identify skills in specific developmental domains.
3. Correctly use terminology related to domains of development.
4. Demonstrate understanding of concepts related to domains of development
5. Explain safe classroom environments, and strategies that support routines, rules and transitions in Pre-K classrooms.
6. Identify factors that impact functioning levels, motor skills, social-emotional development, and participation in routines and activities that require the use of language and communication.

7. Complete an instructional plan, written reflection or application of module content and resources as follow-up requirement for lesson.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
5. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
6. Complete activities to check understanding throughout all units.
7. Complete "Required - Check Your Understanding" activities within each unit of the module.
8. Complete the final assessment with 80% accuracy rate.
9. Complete one of the three follow-up activity options.

Evaluation:

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.

Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

Additionally, participants will be complete one of three options in the follow-up activity section. Each option lists the completion level expected. Please see follow-up activity options below.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

Follow-Up Activity Options:

Following successful completion of the module, participants must complete one of the follow-up activity options to demonstrate level of competency. The three options are:

Option 1- Create and submit a complete instructional plan.

Option 2- Create and submit a written reflection.

Option 3- Application of Module Content and Resources

Verification of completed follow-up activity by the participants' supervisor is required in order for a district to award 10 in-service points. Each district is responsible for ascertaining if the content of this module satisfies the content requirements for assessing using the BDI-2. In-service points are awarded by the school districts through their Master In-service Plan. Those outside of a school district should follow the process set up by their agency.

For content questions, contact Lenita Winkler at BEESSPortal@fldoe.org

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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STUDENT SERVICES FOR INCLUSIVE SCHOOLS (PDA)

PDA Online Professional Learning Course

TITLE: PDA: Student Services for Inclusive Schools

COMPONENT NUMBER: 7-420-001

Function: 7

Focus Area: 420

Local Sequence Number: 001

POINTS TO BE EARNED: 20

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Florida Department of Education and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center as an online learning experience. This course is designed for state and district student service personnel, college and university trainers, pre-service professionals, and other educational stakeholders to gain a basic understanding of the integrated role that student service personnel play in ensuring positive student outcomes for students with disabilities in Florida schools. The course provides participants with knowledge and skills related to the integrated role of the student services professional in the advancement of all students, including students with disabilities. Collaborative support efforts within the school, alongside families, and through the community while also incorporating and supporting students with disabilities in inclusive settings will be discussed. Much emphasis will be placed on how effective participation in data-based problem-solving within a multi-tiered system of supports can positively impact student outcomes.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies support student success
- ☒ Professional and ethical behavior

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.5., 3.1.7.
Learning	☒ 1.2.5	☒ 2.2.5,	☒ 3.2.5
Implementing	☒ 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Establish a current and accurate knowledge base about students with disabilities required to effectively contribute to integrated services for all students.
- Accurately define the meaning of inclusive schools and describe, from a student services perspective, how to make a meaningful impact.
- Explain the necessity of contributions of student service professionals to a collaborative, integrated school culture for student success.
- Explain how to integrate student services expertise to provide effective leadership at the school and district levels to benefit all students, including those with disabilities.
- Recognize the important contributions that student service professionals make to school-based problem-solving teams to ensure every student succeeds.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will be provided a digital copy of the Course Workbook which they can complete digitally or print out and complete in a handwritten format as they work through the course.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the reflections captured in the provided Course Workbook and a follow-up implementation activity designed as an application of course objectives.

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

In addition to the collection of written reflections to questions posed throughout the course in the Course Workbook, participants completing this component will be required to complete a follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose either a generic option that asks participants to work through the 13 Take Action prompts in the FDOE Integrated Student Services in Schools: Action Guide or an option that is specific to each student service role.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and

Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

SURROGATE PARENT (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 8-103-104

Minimum/Maximum Inservice Points: 5

TARGET GROUP

Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for educators. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVES

This module provides an overview of the requirements and steps involved in becoming a surrogate parent, from application through completion of services. It also provides an opportunity for participants to become acquainted with background information on the district's responsibility in recruiting, training, appointing and terminating surrogate parents. Additional information will be covered that reviews which students are eligible for surrogate parent and why the need exists for such services.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Define surrogate parent as described in federal and state law.
2. Identify requirements to become a surrogate parent in Florida.
3. Identify the school district's responsibility in recruiting, training, appointing, and terminating surrogate parents.
4. Describe the steps involved in becoming a surrogate parent, from application to termination.
5. Identify which students need to have a surrogate parent appointed and list possible reasons for the appointment.
6. Identify the duties and responsibilities of surrogate parents in working with Florida's exceptional students.
7. Provide examples as to how surrogate parents can work effectively with schools.
8. Provides examples of when surrogate parent services may be terminated.
9. Identify and demonstrate an understanding of exceptional student program areas in Florida.
10. Describe the basic steps in the exceptional education process in place for Florida's exceptional students who need specially designed instruction and related services.
11. Describe the role of the surrogate parent on the individual educational planning team.
12. Identify the federal and state laws related to surrogate parents and the role of the surrogate parent in working with exceptional students.

13. Identify and describe procedural safeguards and their impact on surrogate parent rights and responsibilities.
14. Explain why surrogate parents need a support crew and identify who may serve on the crew.
15. Identify the requirements of the Individuals with Disabilities Education Act with regard to surrogate parent eligibility, requirements, and student rights.
16. Examine key background information which supports surrogate qualifications, responsibilities, rights, recruitment, appointment, oversight, and termination relevant to surrogate parents as described in state and federal law.
17. Review Florida resources, supports and advocacy organizations relevant for surrogate parents.
18. Review National resources, supports and advocacy organizations relevant for surrogate parents.

Upon completion of this component, participants will be able to:

1. Define and identify the requirements established for becoming a surrogate parent in Florida.
2. Identify the school district's responsibility in recruiting, training, appointing, and terminating surrogate parents.
3. Describe the steps involved in becoming a surrogate parent, from application to termination.
4. Identify resources to support both the surrogate parent and the school district in the provision of surrogate parent services to students with disabilities.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
5. Identify key terms associated with the exceptional students with disabilities and the role of the surrogate parent in serving those students.
6. Complete activities to demonstrate understanding of the requirements and role of individuals acting as surrogate parents.
7. Complete activities to demonstrate understanding of all steps involved at the district level in recruiting and training surrogate parents.
8. Complete activities to demonstrate an understanding of how the surrogate parent works with the student and the school district in the individual educational planning process.
9. Complete all comprehension checks.
10. Complete all assessment tasks.

EVALUATION:

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.

FOLLOW-UP STRATEGIES:

Participants will demonstrate continued implementation and application of knowledge learned from this module via 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.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks. These tasks will be reviewed for satisfactory completion and for demonstration of competency of the objectives, by the module facilitator. Module facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

REFERENCES

- The following brochures, technical assistance paper, and book, previously published by the Florida Department of Education, Bureau of Exceptional Education and Student Services, were coalesced and updated to provide the core content for the development of this online module.
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I

TEACHING STUDENTS WITH DISABILITIES (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-008

Maximum Inservice Points: 20/20

TARGET GROUP

Developed by the Florida Department of Education as an online learning experience, this module is designed to provide a professional development opportunity for educators who want to enhance their skills in working with students with disabilities. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVE

The primary focus of this module will be to provide educators with information about the foundations of exceptional student education in Florida, from identification through appropriate practices in the provision of services and knowledge of instructional practices.

SPECIFIC OBJECTIVES

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) and their influence on educating students with disabilities.
3. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act (IDEA) and by the Florida Department of Education.
4. Compare and contrast the federal (IDEA) definitions with the state (Florida) definitions of each disability category.
5. Compare the development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children with disabilities to the development and characteristics of children without disabilities.
6. Identify models of support for assisting students with disabilities in accessing the general education curricula.
7. Identify the basic steps in the exceptional education process from referral to reevaluation.
8. Identify appropriate practices based on legal and ethical standards (e.g. confidentiality, access to general education, least restrictive environment, free appropriate public education, explicit consent for some actions, participation in meetings, collaboration with private personnel hired by parent and procedural safeguards).
9. Identify methods for differentiating/adapting and accommodating assessment, instruction, and materials in order to meet individual student needs.
10. Identify instructional strategies for acquisition, generalization, and maintenance of standard based skills.

11. Identify effective instructional methods (e.g. explicit and systematic instruction, scaffolding, modeling, direct instruction, visual supports, manipulatives) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Identify key terms associated with the exceptional students with disabilities
5. Complete activities to demonstrate understanding of all steps involved in the exceptional education process.
6. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
7. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
8. Complete activities to check understanding throughout all units.
9. Complete all "Required - Check Your Understanding" activities within each unit with a minimum 80% accuracy rate.
10. Complete the final assessment with a 80% accuracy rate.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will complete and score a minimum of 80% on seven designated "Required - Check Your Understanding" activities, (one required activity per unit). Participants may not proceed to the final module assessment until they have received the 80% passing score on all seven "Required - Check Your Understanding" activities within the module. During the 12 week enrollment period, participants may retake all seven "Required - Check Your Understanding" activities as many times as necessary to achieve the 80% passing rate.

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. Participants are given unlimited trials to achieve the 80% passing rate during the twelve week enrollment period with a mandatory wait time of 24 hours between each retake. Following successful completion of the module, participants must complete one of the follow-up activities options. The module completion certificate and verification of completed follow-up activities by the participants' supervisor must be submitted to the

designated district professional development contact in order to be awarded 20 in-service credits in exceptional education.

Implementation Strategies:

Participants completing this component will be required to complete **one** of three possible follow-up activity options. The three options are outlined in the *Instruction for Students with Disabilities Follow-up Activities* document. Verification of completed activities by the participants' supervisor must accompany the module completion of certificate, in order for a district to award 20 in-service points.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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TEACHING STUDENTS WITH DISABILITIES IN THE FINE ARTS (PDA)

Online Professional Learning Course

COMPONENT NUMBER: 2-100-016

Function: 2

Focus Area: 100

Local Sequence Number: 016

POINTS TO BE EARNED: 20

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services, the Florida Music Educators' Association, Florida State University and the Florida Division of Cultural Affairs as an online learning experience. This course provides educators of music, visual arts, dance and theatre information about the foundations of exceptional student education, the provision of services for students with disabilities and instructional practices that can be used not only for students with disabilities, but with all students. The course provides participants with a historical overview of state and federal legislation and the impact of the legislation on the education of students with disabilities. It includes information on a multi-tiered system of supports and the problem-solving process. It also provides a brief overview of Florida's exceptional student education policies and procedures and models of support.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.2, 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S): Select all that apply

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Describe the five major federal laws that have impacted the education of students with disabilities.
- Describe the three levels of support in a multi-tiered system of supports.
- Describe the steps that must be included in the exceptional student education process.
- List the range of placement options when providing services for students with disabilities.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants may choose to complete an instructional plan, which requires the participant to follow specific steps to create a written plan, including a pre-assessment and summative assessment. The second option, a written reflection, requires the participant to review an IEP and write 600 words on how the course content would assist the instructor in meeting the needs of the student and help them achieve academic success.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the

participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course’s required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and

Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

TECHNOLOGY FOR STUDENT SUCCESS: AN INTRODUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-004

Maximum Inservice Points: 20

TARGET GROUP

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.

GENERAL OBJECTIVES

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 OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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.

12. DESCRIPTION OF ACTIVITIES

13. Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:
14. Complete all online learning activities.
15. Review all module content, related professional articles and websites.
16. View related videotapes and power-point presentations.
17. Review references and resources.
18. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
19. Identify key technology terms.
20. Identify key legislation that impacts technology for student with disabilities.
21. Explore the framework for Universal Design for Learning (UDL), including the three guiding principles and their associated guidelines and checkpoints.
22. Complete activities that identify UDL strategies and consider their application in the classroom.
23. Explore assistive technology devices, services and assessment processes needed to align various technologies with the individual needs of students.
24. Complete activities to demonstrate understanding of the differences between high, low and mid-tech assistive technology devices.
25. Complete activities to demonstrate an understanding of the characteristics of instructional technology and how to align and apply the use of such technology across curriculum areas.
26. Complete activities to identify accessible instructional materials and resources.
27. Complete activities to demonstrate understanding of the three aspects (content, structure and presentation) of instructional materials the IEP team may consider when determining what appropriate and accessible instructional materials a student needs.
28. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom.
29. Complete all comprehension checks.
30. Complete all assessment tasks.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual 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.

Follow-Up Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this module via 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.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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TECHNOLOGY FOR STUDENT SUCCESS: ASSISTIVE TECHNOLOGY (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-003

Maximum Inservice Points: 20/20

TARGET GROUP

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.

GENERAL OBJECTIVES

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 OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. View related videotapes and power-point presentations.
4. Review references and resources.
5. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
6. Identify key terms associated with assistive technology that may be used to meet the needs of students with six targeted areas of disability.
7. Explore assistive technology devices, services and assessment processes needed to align various technologies with the individual needs of students across six major identified areas of disability across curriculum areas.
8. Complete activities to demonstrate understanding of the differences between high, low and mid-tech assistive technology devices across six major identified areas of disability.
9. Complete activities to demonstrate an understanding of the characteristics of assistive technology and how to align and apply the use of such technology with students across six major areas of disability across curriculum areas.

10. Complete activities to identify assistive technology devices and services that align with individual needs of students across six major identified areas of disabilities.
11. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom.
12. Complete all comprehension checks.
13. Complete all assessment tasks.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete 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.

Implementation- Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this module via 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.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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TRANSITION (PDA)

Professional Development

Alternatives (PDA)

COMPONENT IDENTIFIER

NUMBER: 1-100-001

Minimum/Maximum Inservice

Points:

60/60 TARGET AUDIENCE:

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing

education opportunities GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics. SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement)
2. Identify the essential domains of transition planning (e.g., personal/social, general community functioning, and leisure/recreational) for students with disabilities
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes
4. Identify resources and strategies to assist in students functioning effectively in a variety of environments to which they will be transitioning

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery)

Methods: A,B,C,D,F,G,I

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G

Student – F,G,Z FEAP: B1

UNIVERSAL DESIGN FOR LEARNING – LESSON PLANS (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-404-002

Function: 2

Focus Area: 404

Local Sequence Number: 001

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services as an online learning experience. This course is designed to provide educators with introductory information about the foundations and essential components of the Universal Design for Learning (UDL) framework. It will also provide them with knowledge, strategies, and tools related to designing lesson plans utilizing a UDL framework and resources.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Academic content standards for student achievement
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice – Universal Design for Learning (UDL)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.2, 2.2.4, 2.2.5	☒ 3.2.3, 3.2.4, 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☒ 1.4.2	☐	☐

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:

Upon completion of this course, participants will understand or be able to do the following:

- Describe the history and foundations of Universal Design for Learning (UDL).

- Name the three primary brain networks and the three core principles associated with UDL.
- Describe the three Guidelines associated with each of the core principles.
- Understand how to determine appropriate goals from standards and recognize which brain networks are associated with these goals.
- Anticipate barriers posed by curriculum methods, materials, and assessments.
- Determine strategies for addressing barriers during lesson planning.
- Review the application of the UDL framework, 2 questions, and POP strategy to a model lesson plan.
- Plan a standards-based lesson incorporating a UDL framework utilizing a lesson plan template.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. The participant will use what was learned in this course to design a lesson plan using the Universal Design for Learning (UDL) framework, implement the lesson with students and create a written reflection of these efforts. The follow-up activity contains a lesson plan template that can be utilized by the participant and guidance related to the completion of the reflection questions.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The

provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course’s required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

Usher Syndrome Screening (PDA)

Online Professional Learning Course

COMPONENT NUMBER: 4-102-007

Function: 4

Focus Area: 102

Local Sequence Number: 007

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This course provides a professional development opportunity to help school personnel in conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing, 6A-6.03013(6), F.A.C. The course provides information on Usher syndrome; instructions on how to conduct a screening, including the actual forms needed to conduct a screening; and guidelines pertaining to the next steps after the screening.

LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒ Assessment and tracking student progress

☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

☒ Regulatory or compliance requirements

☒ Other: Conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing per 6A-6.03013(6), F.A.C.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☐	☐	☐
Learning	☒ 1.2.5	☒ 2.2.5,	☒ 3.2.5
Implementing	☒ 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S): Select all that apply

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define Usher syndrome.
- Define dual sensory impairment.
- Explain the concern with students being under-identified.
- Explain why Usher syndrome screening is important and who must participate.
- List individuals involved in performing the Usher syndrome screening.
- Explain the parts of an audiogram.
- Identify the degrees of hearing loss.
- Name three types of hearing loss.
- Describe the vision loss symptoms first experienced by someone who has Usher syndrome.
- Describe the field of vision experienced by someone who has Usher syndrome.
- Describe the characteristics of the three types of Usher syndrome.
- Identify the audiogram associated with each type of Usher syndrome.
- The types of audiograms or hearing loss that do not need to move onto paper screening.
- The types of audiograms or hearing loss that need further screening.
- Describe the purpose of the letter of notification and the required process if a parent or guardian refuses screening.
- Identify and implement three questionnaires which are part of the paper screening process.
- Identify the three parts to the on-site screening.
- Identify the people, materials, and room set up necessary to complete the on-site screening.
- Identify the procedures for each of the on-site screenings.
- Compile and interpret all screening activity results.
- Identify when pass, re-check, or refer the student for a medical diagnostic genetic evaluation.
- Submit outcome information to the IEP team and parent or guardian, that includes applicable referral information.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. For the follow-up activity, participants must select a student from their district and complete an Usher syndrome screening using the steps outlined in this course and write up their results in a narrative format explaining the findings and why the student was considered low or high risk.

Verification of completion of the follow-up activity by the district contact person for Usher syndrome or the Resource Materials and Technology Center for the Deaf and Hard of Hearing is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also

inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and
Development, NEFEC Name(s) of Component
Author(s): Zoe Mahoney, Sandy Lewis



Appendices

APPENDIX A:
FLDOE INFORMATION DATABASE REQUIREMENTS
MASTER INSERVICE COMPONENT REPORTING CODES

Position One: Function – a one digit code which identifies the principal focus of the component as identified in F.S. 1012.98(4)(b)2: Analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

For reporting purposes, the following codes are utilized:

1. Subject Content
2. Instructional Methodology
3. Technology
4. Assessment and Data Analysis
5. Classroom Management
6. School Safety/Safe Learning Environment
7. Management/Leadership/Planning
8. General Support

Positions 2-4: Focus Area – a three-digit code which identifies the principal subject area on which the component focuses.

For reporting purposes, the following codes are utilized:

- I. INSTRUCTION: Components which focus on activities which deal directly with the teaching of pupils or with pupil-teacher interaction.
 - A. Basic Programs: Basic programs include those instructional programs in grades PK-12 which are not part of the district or agency program in Exceptional Student Education, English Language Learners, Vocational Education or Adult/Community Education.

000 Art	010 Music
002 Career Education	011 Physical Education
003 Computer Science/Technology Education	012 Prekindergarten
004 Foreign Languages	013 Reading
005 Health/Nutrition	014 Safety/Driver Education
006 Humanities	015 Science
007 Integrated Curriculum	016 Social Studies
008 Language Arts	017 Writing
009 Mathematics	

- B. Exceptional Student Education Programs: Exceptional student education programs include programs for students with disabilities and students identified as gifted. Component activities are designed to increase the competencies of the participants in generating improved learning environments and improved student outcomes for exceptional students.

- 100 Instructional Strategies
- 101 Classroom Management
- 102 Assessment
- 103 Procedural/Legal Requirements
- 104 Working with Aides, Volunteers, Mentors
- 105 Curriculum

- C. Vocational Education Programs: Vocational education programs are those instruction programs which are provided in order to enable persons to develop and occupational proficiency or to expose them to the world of work.

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

- D. Adult/Community Education Programs: Adult education programs include adult basic and high school programs for adult students, which provide instruction in the basic skills of reading, writing or arithmetic in grades 1-8 or which provide instruction at the high school level or which prepare the student to take the GED Tests. Adult education programs also include community service, noncredit courses of an educational nature.

- 300 Adult Basic Education (ABE)
- 301 Adult Education, Unclassified
- 302 Adult English for Speakers of Other Languages (ESOL)
- 303 Adult General Education for Adults with Disabilities
- 304 Citizenship
- 305 General Education – Promotion (Adult High School)
- 306 General Education Development (GED) Preparatory
- 307 Vocational Preparatory Instruction
- 308 Workspace Readiness Skills

II. STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES

- 400 Academic Interventions
- 401 Assessment/Student Appraisal
- 402 Attendance
- 403 Behavioral Interventions (e.g., crisis, abuse, social skills)
- 404 Classroom Management and Organization/Learning Environments
- 405 Dropout Retrieval
- 406 Human Relations/Communication Skills

- 407 Instructional Media Services
- 408 Instructional Strategies
- 409 Instructional Support Services, Unclassified
- 410 Laws, Rules, Policies, Procedures
- 411 Learning Styles, Student Differences
- 412 Multicultural Education
- 413 Parent involvement, Parent Support
- 414 Physical and Mental Health Issues
- 415 Problem-Solving Teams
- 416 Professional Standards and Ethics
- 417 Program Administration, Evaluation, Accountability
- 418 Scholarships, Financial Aid, Education Transitions
- 419 Section 504/Americans with Disabilities Act
- 420 Service Coordination, Collaboration, Integration
- 421 Student Motivation
- 422 Students Records
- 423 Supplemental Academic Instruction
- 424 Working With Volunteers, Aides and Mentors

III. GENERAL SUPPORT

- 500 Board of Education
- 501 Central Services – Planning/Program Evaluation/Continuous Improvement
- 502 District-Level Management
- 503 Diversity/Ethics
- 504 Fiscal Services
- 505 Food Services
- 506 General Support Services, Unclassified
- 507 Leadership Skills/Communication/Critical Thinking
- 508 Management Information Services
- 509 Office/Clerical Services
- 510 Plant Operation and Maintenance
- 511 Safety/Security
- 512 School Improvement
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services

IV. COMMUNITY SERVICES

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

V. ENGLISH LANGUAGE LEARNERS

- 700 Instructional strategies for ELL students
- 701 Understanding and implementation of assessment of ELL students
- 702 Understanding and implementation of English Language Proficiency (ELP) Standards and academic content standards for ELL students
- 703 Alignment of the curriculum in language instruction educational programs to ELP standards
- 704 Subject matter knowledge for teachers
- 705 Other

Position 5-7: Sequential Number – a three-digit code which assigns a sequential number (001-999) to each component within the same function and focus area. All PROFESSIONAL LEARNING CATALOG components include the following options for purpose, delivery, follow up, and evaluation.

MASTER INSERVICE COMPONENT DATA ELEMENTS

- I. Professional Development, Learning Method: A one-character code to describe the primary means (50 percent or more) of supporting the delivery of the professional development component's priority learning goals.
 - A Knowledge Acquisition: Workshop – training event or process (limited to knowledge transmission/training focused on understanding the component's content)
 - B Electronic, Interactive (includes facilitation supporting development/application on the job)
 - C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
 - D Learning Community/Lesson Study Group (Use this code where job-embedded collegial support processes are core learning delivery method.)
 - F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
 - G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives.)
 - H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
 - I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
 - J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)

- II. Professional Development, Evaluation Method, Staff: A one-character code to describe the primary means (50 percent or more) of evaluation of the impact and/or fidelity of implementation of the professional development.
 - A Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDLP growth targets, and/or district or school level processes for tracking student progress.)
 - B Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)
 - C Changes in student services/support practices

- D Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
 - E Fidelity of Implementation of the professional learning process (where impact on the 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 objective(s))
 - F Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
 - G Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)
- III. Professional Development, Evaluation Method, Student: A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development's impact on student growth, achievement, or readiness for college and/or careers.
- 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
 - G 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
 - Z 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 student
- IV. Professional Development, Implementation Method: A one-character code to describe the primary means (50 percent or more) prescribed to monitor and provide feedback on implementation of the professional learning targeted with the component.
- M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
 - N 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)

- O 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
- P 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)
- Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- R Electronic - interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- S Electronic - non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- T 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. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system Indicators/components/and/or domains)

- V. Professional Development, Primary Purpose: A one-character code to describe the primary expected use of the master inservice points that result from the professional development. Where multiple purposes are anticipated, code the one purpose or application which 50% or more of completers are expected to use.

PRIMARY PURPOSE:

Code Definition/Example

- A Add-on Endorsement
- B Alternative Certification (Professional Development Certification Program)
- C Florida Educators Certificate Renewal
- D Other Professional Certificate/License Renewal
- E Professional Skill Building – Non-Instructional
- G Approved District Leadership Development Program (to include the W. Cecil Golden Professional Development Program for School Leaders)
- H No certification, job acquisition or retention purposes

- VI. Participation Hours: The number of hours of participation in each professional development component. The total includes hours allocated to training/knowledge acquisition processes and hours allocated for job-embedded implementation leading to successful implementation of

targeted practice(s). Participation hours must be greater than zero and must not exceed 120 hours.

APPENDIX B:
District Implementation Agreement

Component Title/Number:	
Participant's Name:	
Standard(s) to be studied:	
High Effect-Size Strategy(ies) to be studied and implemented:	

The participant agrees to the following and understands the inservice points are based on actual implementation of the professional learning.

1. I understand that the purpose of this component is to deepen my capacity for highly effective classroom instruction.
2. In support of this I will complete all of the objectives and activities of this component.
3. To further develop my capacity to work collegially with other educators on improving instruction and student success I will select at least one peer/mentor educator with whom I will engage in constructive conversations about my professional learning.
4. I will identify a minimum of 3 standards to be the focus of my conversations with my peer/mentor prior to selecting a standard for deeper study and selection of an appropriate high effect size instructional strategy that corresponds to the district evaluation plan.
5. I will select a high effect size instructional strategy to study and implement that is not at present a strength in my repertoire of strategies,
6. I will share my selections of standard and strategy with a supervisor and a colleague knowledgeable about the subject I teach. I will explain why I consider the standard to be important for students to master and why the strategy selected should be in my teaching repertoire. In those conversations I will solicit suggestions on other areas of importance.
7. When implementing the targeted instructional strategy, I will pay attention to the following:
 - I will begin each lesson by explaining why upcoming content is important.
 - I will have planned specific points in the lesson when I will tell students to get ready for some important information.
 - I will devise and use a set of cues to indicate to student the importance of upcoming information in some indirect fashion.
 - During the lessons I will I check for student recognition of importance by:

- When asked, students can describe the level of importance of the information addressed in class
 - When asked, students can explain why the content is important to pay attention to
 - Students visibly adjust their level of engagement
8. After completion of this component I will share with colleagues at my work site what I have learned about the content and strategy studied and how my practice may have changed as a result of this professional learning process.

APPENDIX C:

ALIGNMENT WITH FLORIDA'S, *THE EDUCATOR ACCOMPLISHED PRACTICES*

Florida's, *The Educator Accomplished Practices* serve as the state's standards for effective instructional practice and are used to define and identify effective teaching.

The State Board of Education approved on December 17, 2010, a substantial revision of Rule 6A-5.065, redefining the Florida Accomplished Educator Practices (FEAPs). The revised rule, which replaces the original FEAPs approved in 1998, will serve as the state's new standards for effective instructional practice.

The Educator Accomplished Practices are based on three foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Excerpt from 6A-5.065-The Educator Accomplished Practices as approved by the State Board of Education on December 17 2010:

A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - a. Organizes, allocates, and manages the resources of time, space, and attention;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;
 - d. Respects students' cultural, linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;

- g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
- a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
- b. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - c. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - d. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - e. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - f. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - g. Applies technology to organize and integrate assessment information.

B. Continuous Improvement, Responsibility and Ethics

- 1. Continuous Professional Improvement. The effective educator consistently:
 - b. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

- c. Examines and uses data-informed research to improve instruction and student achievement;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the *Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida*, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

APPENDIX D:

ALIGNMENT WITH THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The *Florida Principal Leadership Standards* (FPLS) serve as the state’s standards for effective school leadership and are used to define the knowledge and skill sets needed in effective schools. The FPLS are:

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school’s student learning goals.

- a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

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. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. 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;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. 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.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision-making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

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. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;

- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

APPENDIX E: SUMMARY OF CURRENT FLORIDA STATUTES

Pursuant to Sections 1012.22(1) (i) and 1011.62, F.S., each district school board shall develop and maintain a professional learning catalog for all district employees based on state adopted standards for highly qualified professional development as required under Section 1012.98, F.S. The plan shall include all professional development components for all employees from all fund sources including, but not limited to the following areas:

- Implementation of school improvement plans for the current years pursuant to F.S. 1012.98
- Subject content areas as prescribed in Section 1012.98, F.S.,
- School reform and accountability pursuant to Sections 1000.03 and 1008.345, F.S.,
- Approved add-on certification programs pursuant to Section 1012.575, F.S., and
- The WC Golden Professional Development Program for School Leaders, pursuant to 1012.986. F.S.
- SB1108

6A-5.071 Professional Learning Catalog Requirements

Describes the PROFESSIONAL LEARNING CATALOG: its contents; how it is to be updated; what an Inservice component must contain; the points system; how to convert college credit to Inservice points; what constitutes infield and out-of-field; the minimum length of an Inservice component; files which must be kept relative to each component and for each participant; and annual reporting. The Professional learning catalog is reviewed each year by the District Professional Development Council and approved by the School Board.

1012.98 School Community Professional Development Act

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.

1012.98(4) Individual Professional Development Plan

The school principal is required to establish and maintain an individual professional development plan for each instructional employee assigned to the school. The individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned; define the inservice objectives and specific measurable improvement expected in student performance as a result of the inservice activity; and include an evaluation component that determines the effectiveness of the professional development.

1012.986 William Cecil Golden Professional Development Program for School Leaders

The purpose of the William Cecil Golden Professional Development Program for School Leaders is to provide high standards and sustained support for principals as instructional leaders. The program shall consist of a collaborative network of state and national professional leadership organizations to respond

to instructional leadership needs throughout the state. The network shall support the human resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework for leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and Learning Forward.

1012.98(5) Funding for the Professional Development System

Each district school board shall provide funding for the professional development system as required by s.1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

1012.98(4) Professional Development Evaluation System Protocol

The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicate progress or lack of progress of all students.

1012.34 Assessment Procedures and Criteria

The district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.

1012.56 Educator Certification Requirements

Each district school board shall renew state-issued professional certificates for individuals who hold a Florida professional certificate and are employed by that district pursuant to criteria established in subsections (2), (3), and (4) and rules of the State Board of Education.

1012.56(7) Professional Preparation Alternative Certification and Education Competency Program

Each school district must provide a cohesive competency-based professional preparation alternative certification program by which members of a school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements.

1012.985 Statewide System for Inservice Professional Development

The statewide system shall consist of a network of professional development academies in each region of the state that are operated in partnership with area business partners to develop and deliver high quality training programs purchased by school districts.