



**Panhandle Area Educational  
Consortium**

**Professional  
Learning Catalog**

**2021-2022**



### **Serving the Following:**

<b>District</b>	<b>Superintendent</b>
Calhoun	Darryl Taylor, Jr.
FAMU-DRS	Micheal Johnson
FAU Lab Schools	Dr. Joel Herbst
Franklin	Steve Lanier
Pembroke Pines-FSUs Broward	Charles F. Dodge
Gadsden	Elijah Key
Gulf	Jim Norton
Holmes	Buddy Brown
Jackson	Steve Benton
Jefferson	Eydie Tricquet
Liberty	Kyle Peddie
Madison	Shirley Joseph
Taylor	Danny Glover
Wakulla	Robert Pearce
Walton	A. Russell Hughes
Washington	Joe Taylor, Chairman, PAEC Board of Directors

Also Serving: Florida Virtual School – Professional Learning Catalog, Driver Education/Traffic Safety Endorsement, Reading Endorsement, ESOL Endorsement, Florida Gifted Endorsement, Autism Spectrum Disorder K-12

# Panhandle Area Educational Consortium

## Board of Directors

### 2021-2022

Joe Taylor, Superintendent  
 Chairman, PAEC Board of Directors  
 Darryl Taylor, Jr. Superintendent  
 Micheal Johnson, Superintendent  
 Steve Lanier, Superintendent  
 Elijah Key, Superintendent  
 Jim Norton, Superintendent  
 Buddy Brown, Superintendent  
 Steve Benton, Superintendent  
 Kyle Peddie, Superintendent  
 Shirley Joseph, Superintendent  
 Danny Glover, Superintendent  
 Robert Pearce, Superintendent  
 A. Russell Hughes, Superintendent

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



John T. Selover, Executive Director  
 850-628-6131 ext. 2235  
[John.Selover@paec.org](mailto:John.Selover@paec.org)

## TABLE OF CONTENTS

<b>Mission.....</b>	<b>Page 5</b>
<b>Rationale.....</b>	<b>Page 5</b>
<b>Management .....</b>	<b>Page 5</b>
<b>Online Management through ePDC .....</b>	<b>Page 5</b>
<b>Organization .....</b>	<b>Page 6</b>
<b>Professional Learning Catalog Component Information .....</b>	<b>Page 8</b>
<b>List of General Components – Alphabetical with Page Number .....</b>	<b>Page 10</b>
<b>List of General Components – Numerical .....</b>	<b>Page 13</b>
<b>Add-On Endorsement Components .....</b>	<b>Page 16</b>
<b>Professional Development Alternatives Components.....</b>	<b>Page 18</b>
<b>Professional Learning Catalog Components</b>	
<b>General Components .....</b>	<b>Page 20</b>
<b>Add on Endorsement Programs.....</b>	<b>Page 202</b>
<b>Professional Development Alternatives.....</b>	<b>Page 476</b>
<b>Appendices.....</b>	<b>Page 715</b>
<b>APPENDIX A – FLDOE Reporting Codes and Data Elements .....</b>	<b>Page 716</b>
<b>APPENDIX B – District Component Implementation Agreement .....</b>	<b>Page 723</b>
<b>APPENDIX C – Alignment with <i>Florida’s The Educator Accomplished Practices</i>.....</b>	<b>Page 725</b>
<b>APPENDIX D – Alignment with <i>Florida Principal Leadership Standards</i> .....</b>	<b>Page 727</b>
<b>APPENDIX E – Summary of Applicable Florida Statutes.....</b>	<b>Page 728</b>



## 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	Susan Saunders, Washington District
Pam Price, Holmes District	Brenda Crouch, PAEC
Carolyn Pilcher, Jackson District	Carol Garris, Ph.D., PAEC
Ella-Mae P. Daniel, Gadsden District	

## 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***

<b>DOMAINS</b>	<b>STANDARDS</b>
<b>Domain 0: Foundation</b>	<p><b><i>Standard 0.1 Leadership</i></b> Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.</p>
<b>Domain 1: Needs Assessment and Planning</b>	<p><b><i>Standard 1.1: Professional Learning Needs</i></b> 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.</p> <p><b><i>Standard 1.2: Professional Learning Resources</i></b> Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.</p>
<b>Domain 2: Learning</b>	<p><b><i>Standard 2.1: Learning Outcomes</i></b> Professional learning includes outcomes that ensure changes in educator knowledge, skills, dispositions, and practice align with student learning needs.</p> <p><b><i>Standard 2.2: Learning Designs</i></b> Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.</p>
<b>Domain 3: Implementing</b>	<p><b><i>Standard 3.1: Implementation of Learning</i></b> Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.</p>

<b>Domain 4: Evaluating</b>	<b><i>Standard 4.1: Evaluation of Professional Learning</i></b> 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*

<b>Title of Component</b>	<b>Component Number</b>	<b>Component Number for ESE</b>	<b>Page Number</b>
Action Research	4-400-001		21
Adult Education Subject Content	1-301-001		22
Assessment	4-401-001	4-102-001	23
Assistive Technology in the Classroom		3-100-001	24
Career and Technical Education Subject Content	1-211-001	1-105-001	25
Career Education Subject Content	1-002-002		30
Child Abuse Prevention	6-511-001		33
Classroom Management	5-404-001	5-101-001	34
Clinical Educator	7-501-001		35
Code of Ethics	8-416-001		39
Communication	2-406-001		40
Computer Science Subject Content	1-003-002		41
Data Analysis	4-408-001		45
Educational Leadership	7-507-001		46
Emergent Literacy for VPK Instructors - Online	1-408-004		47
English/Language Arts Subject Content	1-008-001	1-105-006	50
English Language Learners in the VPK Classroom-Online	1-408-006		54
ESE Procedures and Practices		2-103-001	57
ESOL for Administrators	7-704-500		58
ESOL for Category III Teachers	2-704-528		61
ESOL for Guidance Counselors	2-704-525		63
Fine Arts Subject Content	1-000-001	1-105-008	66
Florida's Comprehensive Health Education Components Subject Content	1-005-001		67
Florida's Content Standards	2-007-001		71
Foreign (World) Language Subject Content	1-004-001		72
Hearing Impaired		1-105-014	73
Humanities Subject Content	1-006-001		74

Implementing the Florida Standards in Preschool classrooms: 3 Years Old to Kindergarten – Online	1-408-007		77
Instructional Leadership: School Principal Level II	7-507-002		80
Instructional Methodology	2-408-002	2-100-001	87
Integrating the Standards: Phonological Awareness – Online	1-408-008		89
Language and Vocabulary in the VPK Classroom	1-408-004		92
Leadership Evaluation Training	7-507-004		95
Lesson Study	2-400-002		96
Mathematics Subject Content	1-009-001	1-105-002	97
Mathematical Thinking for Early Learners – Online	1-408-009		98
Media Content	1-407-001		101
Mental Health Services	5-414-001		102
Multicultural Sensitivity	2-412-001		103
Music Instruction	2-010-001		105
New Teacher Induction	2-404-001		108
Non-Instruction: Custodian/Maintenance	8-510-001		109
Non-Instruction: Educational Paraprofessional/Aides	8-506-001		110
Non-Instruction: Food Service Training	8-505-001		111
Non-Instruction: Office/Clerical Support	8-509-001		112
Non-Instruction: Transportation Service Training	6-515-001		113
Office of Early Learning, Language and Vocabulary Training Project Targeted Strand – Coach Track	1-408-001		114
Office of Early Learning, Language and Vocabulary Training Project Targeted Strand – Teacher Track	1-408-002		117
Office of Early Learning, Language and Vocabulary Training Project – Coach Track	1-408-003		120
Other Content Areas	1-007-001	1-105-009	123
Physical & Mental Wellness	6-414-001		124
Physical Education Subject Content	1-011-001	1-105-010	125
Physical Education Instruction	2-011-001		126
Policies and Procedure	8-410-002		129
Preschool/Child Care	2-012-001		130
Professional Learning Communities	2-400-001		131

Reading Endorsement Option: Foundational Skills to Support Reading for Understanding Knowledge Building-Combined Competencies One and Two	1-013-011		133
Reading Instruction – Integrating a Multi-Sensory Approach	2-013-002		139
Reading Instruction – Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse learning Needs		2-100-002	143
Reading Strategies: General	2-013-001		147
Reading Subject Content	1-013-001	1-105-011	150
School Health and Safety	6-511-002		151
School Improvement	7-512-001		155
Schools of Excellence (2017-18 only)	8-506-003		157
Schools of Excellence (2018-19 forward)	8-521-001		157
Science Subject Content	1-015-020	1-015-004	161
Social Studies Subject Content	1-016-001	1-105-013	162
STEM Instructional Strategies	2-007-002		163
STEM Integrated Content	1-007-002		166
Student Support Services – Assessment/Student Appraisal	8-401-001		169
Student Support Services – Behavioral Interventions	8-403-001		170
Student Support Services – Human Relations/Communication Skills	8-406-001		172
Student Support Services – Laws, Rules, Policies, Procedures	8-410-001	8-103-001	173
Student Support Services – Parent Involvement and Communication	8-413-002	8-104-001	174
Student Support Services – Problem Solving Teams	8-415-001		175
Student Support Services – Program Administration, Evaluation and Accountability			176
Student and Instructional Support – Scholarships, Financial Aid, and Educational Transitions	8-418-001		177
Section 504/American’s w/Disabilities Act	8-419-001		178
Student Support Services - Service Coordination, Collaboration, Integration	8-420-001		179
Student and Instructional Support - Student Motivation	8-421-001		180
Student and Instructional Support - Students Records	8-422-001		181
Substance Abuse Prevention	6-403-001		183



Substitute Teacher	8-506-002		184
Teacher Evaluation Training	7-507-003		185
Technology Applications Strategies	3-003-001		186
Technology for Educational Leaders	7-507-005		187
Technology in the Classroom/Digital Curriculum	3-408-001	3-100-002	191
Virtual Learning Instructional Methodology	2-408-001		195
Visually Impaired		1-105-012	198
Writing Instruction	2-017-001		199

## 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
Fine Arts Subject Content	1-000-001
Career Education Subject Content	1-002-001
Computer Science Subject Content	1-003-001
Foreign (World) Language Subject Content	1-004-001
Florida's Comprehensive Health Education Components Subject Content	1-005-001
Humanities Subject Content	1-006-001
Other Content Areas	1-007-001
English/Language Arts Subject Content	1-008-001
Mathematics Subject Content	1-009-001
Physical Education Subject Content	1-011-001
Reading Subject Content	1-013-001
Reading Endorsement Option: Foundational Skills to Support Reading for Understanding: Knowledge Building Combined Competencies One and Two	1-013-011
Science Subject Content	1-015-001
Social Studies Subject Content	1-016-001
Subject Content for ESE	1-100-001
Career and Technical Education for ESE	1-105-001
Mathematics Subject Content for ESE	1-105-002
Science Subject Content for ESE	1-105-004

English/Language Arts for ESE	1-105-006
Fine Arts Subject Content for ESE	1-105-008
Other Content Areas for ESE	1-105-009
Physical Education Subject Content for ESE	1-105-010
Reading Subject content for ESE	1-105-011
Visually Impaired	1-105-012
Social Studies Subject Content for ESE	1-105-013
Hearing Impaired	1-105-014
Career and Technical Education	1-211-001
Adult Education Subject Content	1-301-001
Media Subject Content	1-407-001
Office of Early Learning, Language and Vocabulary Training Project – Targeted Strand Coach Track	1-408-001
Office of Early Learning, Language and Vocabulary Training Project – Targeted Strand Teacher Track	1-408-002
Office of Early Learning, Language and Vocabulary Training Project – Universal Strand Coach Track	1-408-003
Learning, Language and Vocabulary in the VPK Classroom	1-408-004
Emergent Literacy for VPK Instructors – Online Professional Learning	1-408-005
English Language Learners in the VPK Classroom – Online Professional Learning	1-408-006
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten – Online Professional Learning	1-408-007
Mathematical Thinking for Early Learners – Online Professional Learning	1-408-008
Florida Standards	2-007-001
STEM Instructional Strategies	2-007-002
Music Instruction	2-010-001
Preschool/Child Care	2-012-001
Reading Strategies – General	2-013-001
Instructional Methodology: Reading Instruction – Integrating a Multi-Sensory Approach	2-013-002
Writing Instruction	2-017-001
Instructional Methodology - ESE	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
Virtual Instructional Methodology	2-408-001
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 (ESE)	3-100-001
Technology in the Classroom (ESE)	3-100-002
Technology in the Classroom	3-408-001
Assessment (ESE)	4-102-001
Action Research	4-400-001
Assessment	4-401-001
Data Analysis	4-408-001
Classroom Management (ESE)	5-101-001
Classroom Management	5-404-001
Mental Health Services	5-414-001
Substance Abuse Prevention	6-403-001
Physical & Mental Wellness	6-414-001
Child Abuse Prevention	6-511-001
School Health and 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 Paraprofessional/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
Transportation Service Training	8-515-001
Schools of Excellence (2018-19 forward)	8-521-001

## ADD-ON ENDORSEMENT PROGRAM COMPONENTS

**Table 4**

*Athletic Coaching/Sports Medicine Add-On Endorsement Program (p. 203)*

<b>Title of Component</b>	<b>Component Number</b>	<b>Inservice Points Required</b>
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 (p. 233)*

<b>Title of Component</b>	<b>Component Number</b>	<b>Inservice Points Required</b>
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 (p.271)*

<b>Title of Component</b>	<b>Component Number</b>	<b>Inservice Points Required</b>
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 (p.291)*

<b>Title of Component</b>	<b>Component Number</b>	<b>Inservice Points Required</b>
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 (p.355)*

<b>Title of Component</b>	<b>Component Number</b>	<b>Inservice Points Required</b>
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 (p.393)*

<b>Title of Component</b>	<b>Component Number</b>	<b>Inservice Points Required</b>
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) COMPONENTS

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**

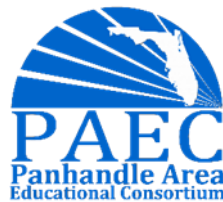
### ***Professional Development Alternative Courses and Component Numbers Alphabetical Listing***

<b>Component Name</b>	<b>Component Number</b>	<b>Page Number</b>
Assessment and Evaluation	4-102-001	477
Battelle Development Inventory 2 <sup>nd</sup> Edition Training Module	4-102-006	479
Deaf Ed Express	1-100-020	486
Developmentally Appropriate Practices in Inclusive Pre-K Settings	2-100-017	491
Differentiating Mathematics Instruction	2-100-105	495
Differentiating Reading Instruction	1-100-002	505
Differentiating Science Instruction	2-100-006	511
Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas	2-100-010	519
Engaging Learners Through Informative Assessment	4-102-003	529
English Language Learners for Therapists	8-700-001	534
Exploring Structured Literacy	2-100-103	538
Formative Assessment for Differentiating Instruction	4-102-001	559
Foundations of Exceptional Student Education - Facilitated	8-103-002	562
Developmentally Appropriate Practices in Inclusive Pre-K Settings	2-100-017	564
Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs	2-100-019	578
Instructional Practices in ESE	2-100-001	582
Integrating Standards Aligned Instruction Across the Tiers	2-415-001	584
Interpersonal Interactions and participation	2-100-003	594
Introduction to Assistive Technology	3-100-004	596
Introduction to Differentiating Instruction	2-100-003	600
Language Reading Connection	2-409-001	602
Leadership for Inclusion of Students with Disabilities	7-513-002	607
Leading Within an MTSS	7-400-001	612
Math Difficulties, Disabilities and Dyscalculia	2-100-023	617
Matrix of Services	8-103-103	623
Multi-Tiered System of Support: An Introduction	8-415-001	625
Paraprofessional Support for Students with Disabilities	8-103-107	629
PBS: Understanding Student Behavior	5-101-003	635
Reading Difficulties, Disabilities and Dyslexia for SWD Inservice Points	2-100-018	638
Reading Difficulties, Disabilities and Dyslexia for Reading Inservice Points	2-013-005	638
Secondary Transition	8-103-108	643
SIM – Content Mastery Routine	2-100-021	647
SIM- EPD Unit Organizer Routine	2-100-022	649
Strategies to Support PreK Activities and Routines	5-012-001	651

Structured Literacy through a Multi-Sensory Approach - Online	2-013-006	659
Surrogate Parent	8-103-104	664
Teaching Students with Disabilities in the Fine Arts	2-100-016	669
Teaching Students with Disabilities	2-100-007	673
Technology for Student Success - An Introduction	3-100-004	681
Technology for the Diverse Classroom	3-100-005	687
Technology to Support Reading Comprehension	3-013-001	697
Transition	1-100-001	704
Universal Design for Learning – Lesson Plans	2-404-001	706
Usher Syndrome Screening	4-102-007	710



# 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, participants will:

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.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A4, B1
<b>FPLS:</b>	S4, S7

## **ADULT EDUCATION SUBJECT CONTENT**

**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.



## 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.

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

**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**

### **1. 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.

### **2. 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

### 3. FLORIDA PD PROTOCOL STANDARD SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL Standard

### 4. 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

### 5. 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.

## **6. 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 (if used)**

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.

## **7. 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.

## **8. IMPACT EVALUATION PROCEDURES:**

### **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, F:**

Results of school/teacher-constructed student growth measure(s) that track student progress or other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (may be industry certification exams).

### **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.

## **9. 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?**

- Online "Professional Learning Design" Survey
- 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.
- 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

**CAREER EDUCATION SUBJECT CONTENT****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:**

<b>Domain</b>	<b>Standard</b>
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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. 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

## **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.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S5, S8, S10

## CLASSROOM MANAGEMENT

<b>Component Identifier Number:</b>	<b>5-404-001</b>	<b>or</b>	<b>5-101-001 (ESE)</b>
<b>Maximum Inservice Points:</b>	<b>120</b>		

### 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.

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

**CLINICAL EDUCATOR**  
**COMPONENT NUMBER: 7-501-001**

**Function:** 2

**Focus Area:** 011

**Local Sequence Number(s):** 001

**POINTS TO BE EARNED: 20 Maximum**

**2. DESCRIPTION:**

The Clinical Educator Program is designed to assist experienced educators as they support and mentor developing educators and/or peers. During workshops, opportunities are provided for direct instruction, modeling, guided practice, review of research, large and small group activities and reflection. Program skills are divided into four content modules: 1) Growth Mindset; 2) Content Planning; 3) Becoming Observers and Diagnosticians; and 4) Targeted Feedback. (12 hours) Additionally, participants will implement the strategies with one developing professional at their school base to apply skills presented in the workshop. This includes conducting all three aspects of the formative process with a classroom teacher with a growth mindset perspective. The clinical educator skills are demonstrated with the content-planning conference to establish rapport, mutual respect, a focus on content planning, identification of a performance goal from the district's instructional framework and/or the college/university-used framework and collaboration on the selection of appropriate observation tools. This is followed by a classroom observation in a core instructional area using agreed upon observational tools to collect data. The concluding phase will demonstrate the ability to provide effective, targeted feedback focused on noticings to analyze the data, brainstorming to generate effective strategies and reflection on the meaning gained from the experience. (5 hours) During this phase workshop facilitators will be available to provide support via phone, e-mail or interactive video conferencing. Participants complete rigorous reflective evidence of insights gained during independent practice of the Clinical Educator Process. This is evidenced in the implementation and evaluation exercises. (3 hours). Successful completion of all program requirements will result in participant eligibility, as determined by the district, to receive 20 hours of inservice credit.

**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:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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 develop skills in the four skill areas identified by the Florida Department of Education. Skills and goals are described below.

##### Skill One:

Clinical educators develop a growth mindset and apply it to their work with developing educators.

Goals: Clinical educators

1. define growth mindset and articulate impact of having each mindset (fixed/growth) in their work with developing educators.
2. identify mindset orientation through observations and discussions with developing educators.
3. provide feedback and professional learning experiences to foster a growth mindset with developing educators.
4. provide coaching strategies and resources necessary to assist in the development of a growth mindset in developing educators.

##### Skill Two:

Clinical educators conduct effective content planning conferences with developing educators.

Goals: Clinical educators

1. build an understanding of the effective elements of content planning conferences, which include developing alignment of standards, objectives, content, activities/tasks and assessments to ensure student mastery.
2. provide practice and feedback to developing educators on the nine steps used to conduct content planning conferences effectively.
3. provide coaching strategies and necessary when conducting content planning conferences with developing educators.

##### Skill Three:

Clinical educators are expert observers and diagnosticians of teaching and learning.

Goals: Clinical educators

1. identify key components in planning for effective observation.
2. use evidence-based data collection techniques to observe developing educators.
3. analyze data collected during observation to prepare for feedback conversations with developing educators.



**Skill Four:**

Clinical educators provide targeted feedback to developing educators about their teaching practices

Goals: Clinical educators

1. identify the tools and resources for providing effective targeted feedback to developing educators.
2. conduct effective targeted feedback conversations with developing educators about their teaching practice.

**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, discussions and activities that include research articles and artifacts, focused on opportunities to practice each of the skills.
2. Work collaboratively with other educators to review, critique and discuss artifacts.
3. Develop a product related to the professional learning activity.
4. 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 instruction, synchronous or asynchronous virtual and occur in a workshop, study group, structured coaching/mentoring activity 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 in which they will work with a colleague or developing educator and implement the clinical educator/mentoring cycle. The participant will be required to submit a product related to the professional learning activity that includes a detailed reflection including 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, B**

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

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

**Evaluation Methods for Students Database Codes: 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.

**Who will use the evaluation impact data gathered?**

Teachers, Site-Based Administrators, School and District Coordinators, Professional developers, and 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 observations 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 data to gauge progress (non-evaluatively) of developing educator.

**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 2021

Department: Instructional Services – Professional Development Center

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

## 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.

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

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

## COMPUTER SCIENCE SUBJECT CONTENT

### 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:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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 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, F**

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. Changes in observed educator proficiency in implementing targeted state standards or initiatives.

**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 recognize 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.

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

## EMERGENT LITERACY FOR VPK INSTRUCTORS – ONLINE PROFESSIONAL LEARNING COMPONENT NUMBER – 1-408-004

**Function:** 1

**Focus Area:** 408

**Local Sequence Numbers:** 005

**Points To Be Earned:** 5

### 2. DESCRIPTION:

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *Emergent Literacy for VPK Instructors Course* is recommended for all VPK instructors and directors and is required for all VPK instructors with a Child Development Associate (CDA) or a Florida Child Care Professional Certificate (FCCPC). The goal of the 5-hour course is to provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in VPK classrooms.

Participants will receive explicit instruction on the components of emergent literacy via the 5-hour online course.

### 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: [Click here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other:

**4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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:**

- Participants will gain an understanding that emergent literacy prepares young learners for formal reading and writing instruction.
- Participants will gain knowledge of presented content, research, best practices and instructional strategies specific to emergent literacy instruction for young learners.
- Participants will gain knowledge of learning goals and expectations of young learners.
- Participants will gain knowledge of the components of emergent literacy and emergent writing.

**7. LEARNING PROCEDURES (Methods):****WHAT will occur during this professional learning opportunity?**

During the online professional learning opportunity, participants will receive specific mathematical research and instructional content, view content driven videos, and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment.

**HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will access the 5-hour course via the DCF training system at <http://childcare-training.myflfamilies.com/>. Participants will work at their own pace to complete the course and receive in-depth knowledge of mathematical thinking.

Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

All participants are expected to read provided content, listen to recording, view videos and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

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 role-alike educators.

**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:**

### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

All participants are expected to successfully complete the online end-of-course assessment.

### **Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness.

It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k-3 as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards will be evidence towards the impact of this professional learning opportunity.

## **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 2021

**Department:** Panhandle Area Educational Consortium Professional Development Council

**Name(s) of Component Author(s):** Office of Early Learning

**TITLE: ENGLISH LANGUAGE ARTS SUBJECT CONTENT**  
**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:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input type="checkbox"/> 2.1: Learning Outcomes <input type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
<input type="checkbox"/> Not significantly related to any PL 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 these selected standard(s) and targeted students; and 3) implementing these 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 (if used)**

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, F**

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 A, B**

Results of state or district-developed/standardized student growth measure(s). 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

## ENGLISH LANGUAGE LEARNERS IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING COMPONENT NUMBER: 1-408-006,

**Function:** 1

**Focus Area:** 408

**Local Sequence Numbers:** 006

**Points To Be Earned:** 5 (Number or range of points to be earned for component)

### 2. DESCRIPTION:

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *English Language Learners in the VPK Classroom* course is for VPK instructors, directors, and preschool staff to use as they develop culturally sensitive learning environments for children and build relationships with families. Although this course is designed with English language learners in mind, there are numerous best practices to be used with prekindergarten and kindergarten children.

Participants will find this course highly engaging and receive many opportunities to reflect on their own instructional practices. The course is presented in multiple modules and frequent knowledge checks. Participants must successfully complete the end of course assessment in order to receive credit or in-service points.

Participants will receive explicit instruction on the components of English language learners via the 5-hour online course.

### 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: [Click here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click here to enter text.](#)

### 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT: Identify any Florida Professional Learning Standards supported by this component. (Select all that apply.)

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes

- ☐ 2.2: Learning Designs  
 Implementing ☒ 3.1: Implementation of Learning  
 Evaluating ☐ 4.1: Evaluation of Professional Learning  
☐ Not significantly related to any PL 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:

- Participants will gain knowledge of who English language learners are.
- Participants will gain knowledge of how to adapt and provide a supportive classroom environment.
- Participants will gain knowledge of how to increase vocabulary for English language learners.
- Participants will gain knowledge of how to utilize instructional strategies, purposeful planning and use of the Florida Early Learning and Developmental Standards with English language learners.

## 7. LEARNING PROCEDURES (Methods):

### WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive research and instructional content, view content driven videos, explore resources and reflect on current instructional practices via a self-paced module. Participants will demonstrate mastery of content by completing mini assessments and/or an end-of-course assessment(s).

### HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 5-hour course via the DCF training system at <http://childcare-training.myflfamilies.com/>. Participants will work at their own pace to complete the course and receive in-depth knowledge of instructional strategies for English language learners. Upon completion of the course and the end-of-course assessment, CEU credits will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

### KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

## 8. IMPLEMENTATION/MONITORING PROCEDURES:

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 role-alike educators.

### 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:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

All participants are expected to successfully complete the online end-of-course assessment.

**Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness.

It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k-3 as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards will be evidence towards the impact of this professional learning opportunity.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** August 2021

**Department:** Panhandle Area Educational Consortium, Professional Development Council

**Name(s) of Component Author(s):** Office of Early Learning

## **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.

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

## **ESOL FOR ADMINISTRATORS**

**Component Identifier Number: 7-704-500**

**Maximum Inservice Points: 60**

### **General Objective(s):**

The purpose of the 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

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

**DeliveryMethods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**EvaluationMethods:** 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.

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

## FINE ARTS SUBJECT CONTENT

<b>Component Identifier</b>	<b>1-000-</b>	<b>or</b>	<b>1-105-008</b>
<b>Number:</b>	<b>001</b>		<b>(ESE)</b>
<b>Maximum Inservice Points:</b>	<b>120</b>		

### **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 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.

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

## FLORIDA'S COMPREHENSIVE HEALTH EDUCATION COMPONENTS SUBJECT CONTENT

### COMPONENT NUMBER: 1-005-001

**Function:** 1

**Focus Area:** 005

**Local Sequence Number(s):** 001

### POINTS TO BE EARNED: 60 Maximum

#### 2. DESCRIPTION:

Educators will gain content knowledge needed to effectively teach Florida's 14 comprehensive health education components addressed under Florida State Statute 1003.42 (2)(n). They may also access, review, evaluate and plan lessons that incorporate instructional resources aligned to the Florida health components addressed in the Florida content standards they teach, including those that are technology-driven, to improve the instructional process and learner outcomes.

#### 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:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. Learn and demonstrate grade/course-appropriate content knowledge of Florida's 14 comprehensive health components addressed under Florida State Statute 1003.42 (2)(n). The comprehensive health components are:

### Grades K-12

- Community health
- Consumer health
- Environmental health
- Family life
- Mental and emotional health
- Injury prevention and safety
- Internet safety
- Nutrition
- Personal safety
- Prevention and control of disease
- Substance use and abuse
- Prevention of child sexual abuse, exploitation, and human trafficking

### Grades 6-12

- Awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

### Grades 7-12

- Teen dating violence

2. Demonstrate the ability to access valid health information, products, and services to support instruction related to Florida's comprehensive health components and teach students to access and evaluate the validity and usefulness of information, products and services to enhance health.
3. Select and evaluate instructional resources and materials that enable students to recognize internal and external influences and evaluate their impact on healthy behaviors/choices, plan lessons and incorporate these into instruction.
4. Plan student-centered instruction that promotes use of students' interpersonal-communication skills to enhance health and avoid or reduce health risks.
5. Select and evaluate instructional resources and materials that promote positive decision making, goal setting, and self-management in students to enhance their physical and emotional health and well-being, plan lessons, and incorporate these materials into instruction.
6. Select and evaluate instructional resources and materials that will help students examine character and the positive impact of good choices and ethical behavior, plan lessons, and incorporate these into instruction.
7. Access, examine and evaluate print and digital media that may be used to effectively add relevance to grade-appropriate comprehensive health instruction, plan lessons, and incorporate these into instruction.
8. Identify and evaluate grade and standards-aligned assessments that may be used to assess any combination of student content knowledge, attitudes, behaviors, changes in behaviors and incorporate these assessments into instruction.
9. Identify and/or develop grade-appropriate curriculum resource materials, aligned to Florida's comprehensive health content components and content standards, and use them to promote creative/critical thinking and problem-solving of students.
10. Identify and/or develop grade-appropriate curriculum resource materials, aligned to Florida's comprehensive health components and 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 grade appropriate health components addressed by Florida content standards.
2. Access, evaluate and plan to use materials and resources including assessments to effectively teach and engage students in meaningful instruction focused on grade appropriate health components addressed by Florida content standards and measure outcomes.
3. Take part in dialogue focused on how diverse resources and materials may be used to engage learners in creative thinking and problem-solving.
4. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s) or provide evidence such as 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 instruction, synchronous or asynchronous virtual and occur in a workshop, study group, structured coaching/mentoring activity 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, F**

Determine the degree to which educator's professional learning contributed to student performance gains as measured by student growth measures, observation of student performance, and instruments used to evaluate student choices and behaviors related to health.

#### **Who will use the evaluation impact data gathered?**

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, Grant Coordinators, 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 Florida 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 data from surveys, student health measures and nationally or locally developed assessments to gauge progress toward positive student impact.

**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 2021

Department: Instructional Services – Professional Development Center

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

## Florida's Content Standards

**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 Florida 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. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the Florida Content Standards
2. Demonstrate ability to locate, interpret, explain and apply specific information on strands, standards, and benchmarks contained within one or more of the Florida Content 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 Florida Content Standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of Florida Content 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 Florida Content 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.

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

## FOREIGN (WORLD) LANGUAGE SUBJECT CONTENT

**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/herself 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.

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

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

## HUMANITIES SUBJECT CONTENT

### 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:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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 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



**IMPLEMENTING THE FLORIDA STANDARDS IN PRESCHOOL CLASSROOMS: 3 YEARS OLD TO KINDERGARTEN– ONLINE PROFESSIONAL LEARNING**  
**COMPONENT NUMBER: 1-408-007**

**Function:** 1

**Focus Area:** 408

**Local Sequence Numbers:** 007

**Points To Be Earned:** 5 (Number or range of points to be earned for component)

**2. DESCRIPTION:**

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten Course* This training meets the lead VPK instructor training requirements and incorporates the standards approved for use in VPK programs. Examples of developmentally appropriate instructional strategies for preschool age children are provided throughout the training along with information about purposeful planning, reflective practice and qualities of an effective educator. Through an interactive presentation, video clips and hands-on activities, participants will become familiar with the Standards and understand the elements of quality instruction in preschool classrooms.

Participants will receive explicit instruction on the implementation of the Florida Early Learning and Developmental Standards via the 5-hour online course.

**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: [Click here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click here to enter text.](#)

**4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:** Identify any Florida Professional Learning Standards supported by this component. (Select all that apply.)

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources

- |              |   |
|--------------|---|
| Learning     | <input checked="" type="checkbox"/> 2.1: Learning Outcomes            |
|              | <input type="checkbox"/> 2.2: Learning Designs                        |
| Implementing | <input checked="" type="checkbox"/> 3.1: Implementation of Learning   |
| Evaluating   | <input type="checkbox"/> 4.1: Evaluation of Professional Learning     |
|              | <input type="checkbox"/> Not significantly related to any PL 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:

- Participants will gain the ability to navigate and use the Educator's Guide to Understanding the Florida Early Learning and Developmental Standards.
- Participants will gain an understanding of the eight developmental domains, including components, standards and where appropriate, benchmarks for each domain as well as know how to address and plan for each domain in order to connect the standards across age groups.
- Participants will be able to explain the key elements of quality instruction that support effective educators in providing the best possible learning experience for children through reflective practice.

## 7. LEARNING PROCEDURES (Methods):

### WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive specific standards research and instructional content, view content driven videos and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment(s).

### HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 5-hour course via the DCF training system at <http://childcare-training.myflfamilies.com/>. Participants will work at their own pace to complete the course and receive in-depth knowledge of the Florida Early Learning and Developmental Standards. Upon completion of the course and the end-of-course assessment, CEU credits will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

### KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

## 8. IMPLEMENTATION/MONITORING PROCEDURES:

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 role-alike educators.

### 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:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

All participants are expected to successfully complete the online end-of-course assessment.

**Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness.

It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k-3 as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards will be evidence towards the impact of this professional learning opportunity.

## **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 2021

**Department:** Panhandle Area Educational Consortium Professional Development Council

**Name(s) of Component Author(s):** Office of Early Learning

## 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**

### 1. 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.

### 2. 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

### 3. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
<input type="checkbox"/> Not significantly related to any PL Standard	

### 4. 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

### 5. 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 monitor whether learning required by state standards is aligned to the learning goals objectives, formative assessments to track progress, and summative assessments to determine student mastery of standards.
  - 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.
  - h. 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.
  - i. Engage in constructive dialogue with the mentor and growth team on the benefits obtained and the 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 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 support 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
    - ii. standards of the course;
    - iii. Discuss the methods the teachers plan to use to acquire the data;
    - iv. Discuss how data results will be used to guide further lesson planning actions;
    - v. Discuss how the data will be shared with students;
    - vi. Determine how the data processes that were planned aligned with those that
    - vii. were actually used; and,
    - viii. 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
  - f. (MTSS) and discuss with teachers the data processes they use to implement MTSS.
6. 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.
7. 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.

8. 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

#### **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.

- a. current capacity to meet the standards, and then, complete the objectives and supporting activities.



## **KEY ISSUES to be included in participant implementation agreements (if used):**

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 designs 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 structures 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**                      **2-408-002 or 2-100-001**  
**Number:**    **(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 design 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 adjust 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.

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

## INTEGRATING THE STANDARDS: PHONOLOGICAL AWARENESS – ONLINE PROFESSIONAL LEARNING

### COMPONENT NUMBER: 1-408-008

**Function:** 1

**Focus Area:** 408

**Local Sequence Numbers:** 008

**Points To Be Earned:** 2

#### 2. DESCRIPTION:

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *Integrating the Standards: Phonological Awareness Course* is recommended for all preschool teachers, assistants and directors. Participants will have an opportunity to expand their knowledge and understanding of the phonological awareness components and how they can be implemented in the classroom. During the training an emphasis on instructional planning, implementation and teacher self-reflection will be presented. Participants will receive explicit instruction on the components of phonological awareness via the 2-hour online course.

#### 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: [Click here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click here to enter text.](#)

#### 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT: Identify any Florida Professional Learning Standards supported by this component. (Select all that apply.)

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input type="checkbox"/> 2.2: Learning Designs

- Implementing ☒ 3.1: Implementation of Learning
- Evaluating ☐ 4.1: Evaluation of Professional Learning
- ☐ Not significantly related to any PL 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:

- Participants will be able to identify the key elements of early language and literacy development.
- Participants will be able to identify the stages of phonological awareness development and understand the connections to emergent reading and writing.
- Participants will be able to recognize the phonological awareness standards and benchmarks for 4-year-olds.
- Participants will be able to plan and implement phonological awareness instruction using developmentally appropriate activities.

## 7. LEARNING PROCEDURES (Methods):

### WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive specific mathematical research and instructional content, view content driven videos, and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment.

### HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 2-hour course via the DCF training system at <http://childcare-training.myflfamilies.com/>. Participants will work at their own pace to complete the course and receive in-depth knowledge of mathematical thinking.

Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

### KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .2 CEUs which will be noted on the participant's transcript.

## 8. IMPLEMENTATION/MONITORING PROCEDURES: .

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 role-alike educators.

### 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: Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section. This description should include specific evaluation of impact decisions for each

impact area identified for this component and the priority Specific Learner Outcomes. Text here should include procedures consistent with the code choice for staff development data base element 215246. (Evaluation Method Staff) and, if relevant, data base element 215248 (Evaluation Method Student).

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

All participants are expected to successfully complete the online end-of-course assessment.

**Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness.

It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k-3 as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards will be evidence towards the impact of this professional learning opportunity.

**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 2021

**Department:** Panhandle Area Educational Consortium Professional Development Council

**Name(s) of Component Author(s):** Office of Early Learning

## LANGUAGE AND VOCABULARY IN THE VPK CLASSROOM

**COMPONENT NUMBER: 1-408-004**

**Function: 1**

**Focus Area: 408**

**Local Sequence Numbers: 004**

**Points To Be Earned: 5**

### 2. DESCRIPTION:

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *Language and Vocabulary in the VPK Classroom Course* is appropriate for instructors, assistants and directors and provides instructional strategies for increasing language and vocabulary with young children. Videos of instructors implementing the strategies with children as well as activities and resources to support teachers as they begin to use the language and vocabulary strategies in their classrooms are included in the learning opportunity.

Participants will receive explicit instruction on the components of language and vocabulary via the 5-hour online course.

### 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: [Click here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click here to enter text.](#)

### 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT: Identify any Florida Professional Learning Standards supported by this component. (Select all that apply.)

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning



- Evaluating ☐ 4.1: Evaluation of Professional Learning  
☐ Not significantly related to any PL 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:

- Participants will gain an understanding of the evidence based research and practical information on teaching language and vocabulary.
- Participants will gain knowledge of content and implementation of scaffolding, book embedded classroom instruction, dialogic reading and think, show, tell talk strategies.

## 7. LEARNING PROCEDURES (Methods):

**WHAT will occur during this professional learning opportunity?**

Click here to enter text.

**HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will access the 5-hour course via the DCF training system at <http://childcare-training.myflfamilies.com/>. Participants will work at their own pace to complete the course and receive in-depth knowledge of mathematical thinking.

Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

All participants are expected to read provided content, listen to recording, view videos and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

## 8. IMPLEMENTATION/MONITORING PROCEDURES:

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 role-alike educators.

### **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:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

All participants are expected to successfully complete the online end-of-course assessment.

**Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness.

It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k-3 as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards will be evidence towards the impact of this professional learning opportunity.

**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 2021

**Department:** Panhandle Area Educational Consortium Professional Development Council

**Name(s) of Component Author(s):** Office of Early Learning

## 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.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3, A5
<b>FPLS:</b>	S4

## MATHEMATICS SUBJECT CONTENT

<b>Component Identifier</b>	<b>1-009-</b>	<b>or</b>	<b>1-105-002</b>
<b>Number:</b>	<b>001</b>		<b>(ESE)</b>
<b>Maximum Inservice Points:</b>	<b>120</b>		

### 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 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. Locate resources that to make content relevant for students.
6. Demonstrate a breadth of subject matter knowledge that enables him/hertocollaborate with colleagues from other subject fields in the integration of instruction.
7. Develop lesson plans based on *Florida's B.E.S.T. Standards in Mathematics* and/or *Mathematics Florida 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.

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

## MATHEMATICAL THINKING FOR EARLY LEARNERS – ONLINE PROFESSIONAL LEARNING

### COMPONENT NUMBER: 1-408-009

**Function:** 1

**Focus Area:** 408

**Local Sequence Numbers:** 009

**Points To Be Earned:** 5

#### 2. DESCRIPTION:

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *Mathematical Thinking for Early Learners Course* is recommended for administrative staff, directors and teachers of 3-, 4-, and 5-year old children. Participants will gain in depth knowledge of early math skills and practical information focused on how to structure the classroom environment and plan activities to integrate math concepts and skills throughout the learning day.

Participants will receive explicit instruction on the components of math instruction via the 5-hour online course.

#### 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: [Click here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click here to enter text.](#)

#### 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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: Identify the priority study and/or on-the-job implementation outcomes. This section guides development of the implementation agreements.

- Participants will gain a deeper knowledge of early mathematics.
- Participants will gain an understanding of the standards for the six mathematical thinking areas found in the *Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017)*.
- Participants will gain knowledge of practical strategies for structuring the classroom environment.
- Participants will gain knowledge on instructional planning of activities that integrate all the developmental learning standards for four-year-olds.
- Participants will gain an understanding of the 5 evidence-based recommendations for meeting the challenges of teaching math to young children
- Participants will gain knowledge of practical information about mathematical instruction for young learners.

#### 7. LEARNING PROCEDURES (Methods): This HQPLC element expands on the Survey 5 data choice made for state data element “251243” – Learning Method. What is described for HQPLC are more specific expectations on the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to implement the learner outcome of this component. This HQPLC section also guides development of participant implementation agreements<sup>1</sup>. Be as specific as possible, ensuring that those who access the component will understand the structure and methods for learning. Text here should include the learning methods code choice for staff data element “215243”. Provide specific answers to the following:

##### WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive specific mathematical research and instructional content, view content driven videos, and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment.

##### HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 5-hour course via the DCF training system at <http://childcare-training.myflfamilies.com/>. Participants will work at their own pace to complete the course and receive in-depth knowledge of mathematical thinking.

<sup>1</sup> Implementation agreements define what participant’s will do in the follow-up portion of the component (implementation). They can be district determined and part of the component or developed by participants and component providers.

Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

All participants are expected to read provided content, listen to recording, view videos and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

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 role-alike educators.

**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:** Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section. This description should include specific evaluation of impact decisions for each impact area identified for this component and the priority Specific Learner Outcomes. Text here should include procedures consistent with the code choice for staff development data base element 215246. (Evaluation Method Staff) and, if relevant, data base element 215248 (Evaluation Method Student).

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

All participants are expected to successfully complete the online end-of-course assessment.

**Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness.

It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k-3 as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards will be evidence towards the impact of this professional learning opportunity.

**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 2021

**Department:** Panhandle Area Educational Consortium Professional Development Center

**Name(s) of Component Author(s):** Office of Early Learning



## **MEDIA CONTENT SUBJECT 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.

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

## 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.

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

<b>DeliveryMethods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>EvaluationMethods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3
<b>FPLS:</b>	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:

<b>Domain</b>	<b>Standard</b>
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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 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.

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

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

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

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

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

**OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT TARGETED  
STRAND – COACH TRACK  
COMPONENT NUMBER: 1-408-001**

**Function: 1**

**Focus Area: 408**

**Local Sequence Numbers: 001**

**Points To Be Earned: 28**

**2. DESCRIPTION:**

The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) in the development and delivery of high-quality instruction as it pertains to language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants (literacy coach/lead teacher) will receive explicit instruction on the four language and vocabulary strategies while attending professional learning sessions totaling 28 hours. The 28 hours of learning will be provided in seven 4-hour sessions (five sessions with both the coach and teacher(s) and two sessions for the coach only). The sessions will begin in January 2021 and conclude in May 2021. Participants will have opportunities to plan the implementation of the instructional strategies with the teacher(s) and provide any needed coaching support.

This professional learning opportunity is specifically geared towards literacy coaches serving pre-kindergarten or kindergarten teachers. For the purpose of this training, a coach is an identified staff member who provides professional development and coaching supports (i.e., modeling, observations and conferencing) to teachers in the area of literacy.

Participants must be willing and able to commit to the following:

- Attend 28 hours of virtual professional learning sessions. (seven 4-hour sessions)
- Provide coaching supports to teachers with the implementation of the four language and vocabulary instructional strategies in their classrooms.
- Provide coaching supports to teachers in the implementation of frequent small group instruction focused on language and vocabulary development.
- Conduct early childhood education coaching visits to model or observe instruction and conference with teachers of prekindergarten and kindergarten classrooms.

**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: Participants will receive increased knowledge of the four components of the language and vocabulary strategies presented in the training.
- ☐ 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: [Click here to enter text.](#)

#### 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT: Domain Standard

- |              |  |
|--------------|--|
| Foundation   | <input type="checkbox"/> 0.1: Leadership   |
| Planning     | <input type="checkbox"/> 1.1: Professional Learning Needs<br><input type="checkbox"/> 1.2: Professional Learning Resources                 |
| Learning     | <input checked="" type="checkbox"/> 2.1: Learning Outcomes<br><input type="checkbox"/> 2.2: Learning Designs                               |
| Implementing | <input checked="" type="checkbox"/> 3.1: Implementation of Learning  |
| Evaluating   | <input type="checkbox"/> 4.1: Evaluation of Professional Learning<br><input type="checkbox"/> Not significantly related to any PL 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:

- Participants will gain knowledge of language and vocabulary strategies/instruction as they pertain to the following:
  1. Explicit Vocabulary Instruction – Vocabulary and Word Networks, whole group
  2. Explicit Language Instruction – Expressive Language, center time
  3. Dialogic Reading Lessons – Vocabulary and Expressive Language, small groups
  4. Incidental Language Instruction – Expressive Language, throughout the day
- Participants will provide coaching supports to teachers as they implement the elements of the training in pre-kindergarten and kindergarten classrooms.
- Participants will document teacher progress and implementation of the four strategies through a district recording method or system (e.g., coaches log, observation and feedback forms, etc.).

#### 7. LEARNING PROCEDURES (Methods):

##### WHAT will occur during this professional learning opportunity?

Participants will attend seven 4-hour virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Coach participants will have opportunities to model, observe implementation and provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to share and gain deeper knowledge as it pertains to literacy instruction in the early learning classrooms.

##### HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented via Zoom virtual meetings. Participants will receive a professional learning packet and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

All participants are expected to complete the full 28 hours of professional learning in order to receive the identified 28 hours of in-service credits. Participants will also receive a participation stipend from the Office of Early Learning upon completion of the training.

#### **8. IMPLEMENTATION/MONITORING PROCEDURES:**

Participants will include educators who are literacy coaches or classroom teachers. Participants will attend the sessions and collaborate toward implementing the learned strategies. Literacy Coaches will support classroom teachers via modeling, observations and conferencing. Participants are not expected to submit documentation of training implementation but are expected to collaborate with colleagues in the implementation process. Participant attendance will be recorded and attendance records will be provided to school district contact.

#### **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Throughout the project, participants (coaches) will monitor the implementation of the strategies as delivered by the teacher. All participants will be asked to complete an end of course survey for documentation, knowledge check and feedback as it relates to the content of the professional learning sessions.

**Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning, the Florida Department of Education and the REL-SE will use the collected data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the level of teacher and coach participation and feedback by looking at evaluation responses and comments. Participants will have an opportunity to provide successes and obstacles they encountered during the professional learning sessions and implementation, how the presented content changed their instructional strategies and if they identified potential child impact.

#### **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 2021

**Department:** Panhandle Area Educational Consortium Professional Development Council

**Name(s) of Component Author(s):** Office of Early Learning, FLDOE and REL-Southeast



**OFFICE OF EARLY LEARNING LANGUAGE AND VOCABULARY TRAINING PROJECT –TARGETED  
STRAND – TEACHER TRACK  
COMPONENT NUMBER: 1-408-002**

**Function:** 1

**Focus Area:** 408

**Local Sequence Numbers:** 002

**Points To Be Earned:** 20

**2. DESCRIPTION:**

The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) in the development and delivery of high-quality instruction as it pertains to language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants will receive explicit instruction on the four language and vocabulary strategies while attending professional learning sessions totaling 20 hours. The 20 hours of learning will be provided in five 4-hour sessions. The sessions will begin in January 2021 and conclude in May 2021. Teacher participants, along with the literacy coach participants, will partner and plan for the implementation of the instructional strategies as a team.

This professional learning opportunity is specifically geared towards literacy pre-kindergarten or kindergarten teachers.

Participants must be willing and able to commit to the following:

- Attend 20 hours of virtual professional learning.
- Implement the four language and vocabulary instructional strategies in the classroom.
- Implement frequent small group instruction focused on language and vocabulary development.
- Receive guided feedback from coach pertaining to instructional strategies.

**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: Participants will receive increased knowledge of the four components of the language and vocabulary strategies presented in the professional learning sessions.
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click here to enter text.](#)

**4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:** Identify any Florida Professional Learning Standards supported by this component. (Select all that apply.)

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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:**

- Participants will gain knowledge of language and vocabulary strategies/instruction as they pertain to the following:
  1. Explicit Vocabulary Instruction – Vocabulary and Word Networks, whole group
  2. Explicit Language Instruction – Expressive Language, center time
  3. Dialogic Reading Lessons – Vocabulary and Expressive Language, small groups
  4. Incidental Language Instruction – Expressive Language, throughout the day
- Participants will gain knowledge of language and vocabulary instruction with the goal of increasing student achievement and success.

**7. LEARNING PROCEDURES (Methods):**

**WHAT will occur during this professional learning opportunity?**

Participants will attend five 4-hour virtual professional learning sessions, during which time they will receive content information, collaborate and hold discussions with team members and hold discussions with colleagues concerning the content presented. Each participant will have opportunities to share and gain deeper knowledge as it pertains to literacy instruction in the early learning classrooms.

**HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented via Zoom virtual meetings. Participants will receive a professional learning packet and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions throughout the project. Additionally, teachers will conduct classroom implementation of learning strategies with the support of the literacy coach.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

All participants are expected to complete the full 20 hours of professional learning in order to receive the identified 20 hours of in-service credits. Participants will receive a participation stipend from the Office of Early Learning upon completion of the training.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

Participants will include educators who are pre-kindergarten or kindergarten classroom teachers. Participants will attend the professional learning sessions and collaborate toward implementing the new learned strategies. Literacy Coaches will support classroom teachers via modeling, observations and conferencing. Participants are not expected to submit documentation of content implementation but are expected to collaborate with colleagues in the implementation process. Participant attendance will be recorded and attendance records will be provided to school district contact.

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Participants will be asked to complete an end of course survey for documentation, knowledge check and feedback.

**Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning, the Florida Department of Education and the REL SE will use the collected data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the level of teacher and coach participation and feedback by looking at evaluation responses and comments. Participants will have an opportunity to provide successes and obstacles they encountered during the learning sessions and implementation, how the presented content changed their instructional strategies and if they identified potential child impact.

## **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 2021

**Department:** Panhandle Area Educational Consortium Professional Development Council

**Name(s) of Component Author(s):** Office of Early Learning and REL-Southeast

**OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT UNIVERSAL  
STRAND – COACH TRACK  
COMPONENT NUMBER: 1-408-003**

**Function:** 1

**Focus Area:** 408

**Local Sequence Numbers:** 003

**Points To Be Earned:** 20

**2. DESCRIPTION:**

The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) in the development and delivery of high-quality instruction as it pertains to language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants will receive explicit instruction on the four language and vocabulary strategies while attending professional learning sessions totaling 20 hours. The 20 hours of learning will be provided in five 4-hour sessions. The sessions will begin in October 2020 and conclude in January 2021.

This professional learning opportunity is specifically geared towards literacy leaders at the school district level. Participants must be willing and able to commit to the following:

- Attend 20 hours of virtual professional learning.
- Provide coaching supports to other coaches/teachers in the implementation of the four language and vocabulary instructional strategies in their classrooms.
- Provide coaching supports to coaches/teachers in the implementation of frequent small group instruction focused on language and vocabulary development.
- Conduct early childhood education coaching visits to model or observe instruction and conference with coach/teachers of prekindergarten and kindergarten classrooms.

**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: Participants will receive increased knowledge of the four components of the language and vocabulary strategies presented in the training.
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click here to enter text.](#)

#### 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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:

- Participants will gain knowledge of language and vocabulary strategies/instruction as they pertain to the following:
  1. Explicit Vocabulary Instruction – Vocabulary and Word Networks, whole group
  2. Explicit Language Instruction – Expressive Language, center time
  3. Dialogic Reading Lessons – Vocabulary and Expressive Language, small groups
  4. Incidental Language Instruction – Expressive Language, throughout the day
- Participants will gain knowledge of language and vocabulary instruction with the goal of increasing student achievement and success.

#### 7. LEARNING PROCEDURES (Methods):

##### **WHAT will occur during this professional learning opportunity?**

Participants will attend five 4-hour virtual professional learning sessions, during which time they will receive content information, collaborate and hold discussions with other participants concerning the content presented. Each participant will have opportunities to share and gain deeper knowledge as it pertains to literacy instruction in the early learning classrooms.

##### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented via Zoom virtual meetings. Participants will receive a professional learning packet and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions throughout the project.

##### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

All participants are expected to complete the full 20 hours of professional learning in order to receive the identified 20 hours of in-service credits. Participants will receive a participation stipend from the Office of Early Learning upon completion of the training.

#### 8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will include educators who are literacy leaders or district level coaches. Participants will attend the professional learning and collaborate toward implementing the learned strategies with school based coaches and classroom teachers. Participants are not expected to submit documentation of content

implementation but are expected to collaborate with colleagues in the implementation process. Participant attendance will be recorded and attendance records will be provided to school district contact.

#### **9. IMPACT EVALUATION PROCEDURES:**

##### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Participants will be asked to complete an end of course survey for documentation, knowledge check and feedback.

##### **Who will use the evaluation impact data gathered?**

The Florida Office of Early Learning, the Florida Department of Education and the REL SE will use the collected data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the level of coach participation and feedback by looking at evaluation responses and comments. Participants will have an opportunity to provide successes and obstacles they encountered during the sessions and implementation, how the presented content changed their instructional strategies and if they identified potential child impact.

#### **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 2021

**Department:** Panhandle Area Educational Consortium, Professional Development Council

**Name(s) of Component Author(s):** Office of Early Learning, FLDOE, REL-Southeast

## OTHER CONTENT AREAS SUBJECT CONTENT

<b>Component Identifier</b>	<b>1-007-</b>	<b>or</b>	<b>1-105-009</b>
<b>Number:</b>	<b>001</b>		<b>(ESE)</b>
<b>Maximum Inservice Points:</b>	<b>120</b>		

### **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 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.

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

## 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, cyberbullying, 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.

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



# PHYSICAL EDUCATION SUBJECT CONTENT

**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.

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

**PHYSICAL EDUCATION INSTRUCTION**  
**COMPONENT NUMBER: 2-011-001**

**Function:** 2

**Focus Area:** 011

**Local Sequence Number(s):** 001

**POINTS TO BE EARNED: 60 Maximum**

**2. DESCRIPTION:**

Educators will learn and implement instructional strategies to ensure safety, encourage collaboration, promote good sportsmanship, foster participation, teach rules and skills for developmentally appropriate physical education activities and sports and adapt class activities to meet the needs of 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:**

<b>Domain</b>	<b>Standard</b>
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. Plan for, develop and maintain a positive learning environment that is inclusive and supportive of all students and promotes development of respect for peers and a positive self-concept.
2. Plan and use strategies that allow for skill and concept instruction and provide adequate time for practice, skill development and specific feedback based on skill analysis.
3. Organize classes to maximize opportunities for all students to learn and be physically active.
4. Create a safe learning environment by selecting activities to match students' ability levels and are safe for all students, regardless of ability level.
5. Explicitly teach safety for each activity or sport.
6. Learn how to prevent and provide an appropriate level of care for athletic injuries.
7. Plan and implement sequential activities that proceed from anticipatory set and physical warm up through instructional focus and fitness activities and close with physiological cool-down and review of objectives.
8. Maintain facilities and equipment and inspect them regularly to ensure they are free from safety hazards.
9. Select activities that represent a culturally diverse environment.
10. Employ a variety of teaching strategies that may include, but not be limited to presentation, individualized instruction, cooperative learning, problem solving, task teaching, simulation, peer teaching, and interactive teaching as appropriate to the intended learning.
11. Implement activities/create situations that allow students to work together in developing social skills and learning responsible behavior.
12. Select, design, sequence and modify games to maximize learning, fitness and skill enhancement.
13. Adapt lessons and activities for students who are overweight or who have medical limitations.
14. Extend experiences from in-class activity lessons to community and family activities to promote an active lifestyle.
15. Incorporate technology to increase effectiveness of instruction.
16. Link physical education experiences with concepts taught in math, reading, science, social studies, art, and music.
17. Systematically assess all domains (cognitive, affective and physical), using a variety of assessment techniques.
18. Help students interpret and use assessment data to set goals and develop a lifelong fitness plan.

Adapted from: *Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison, Shape America*, <https://www.shapeamerica.org/upload/Appropriate-Instructional-Practice-Guidelines-K-12.pdf>

## 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, discussions and activities focused on best practices physical education instruction.
2. Work collaboratively with other educators to identify and incorporate appropriate materials and strategies into instructional design and delivery.
3. Develop a product related to the professional learning activity,
4. 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 instruction, synchronous or asynchronous virtual and occur in a workshop, study group, structured coaching/mentoring activity 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: D, F**

Determine the degree to which educator's professional learning contributed to student performance gains as measured by observation of student performance and other performance assessments 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 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, observations, and measures of physical performance as appropriate, to gauge each students' progress toward proficiency 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 data to gauge progress toward positive student impact.

#### **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 2021

Department: Instructional Services – Professional Development Center

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

## 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.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	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 childcare training course. The purpose of this component is to provide the opportunity for those daycare 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.

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

<b>DeliveryMethods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>EvaluationMethods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S4, S5



**READING ENDORSEMENT OPTION: FOUNDATIONAL SKILLS TO SUPPORT READING FOR UNDERSTANDING: KNOWLEDGE BUILDING – COMBINED COMPETENCIES ONE AND TWO  
COMPONENT NUMBER: 1-013-011**

**Function:** 1

**Focus Area:** 013

**Local Sequence Number(s):** 011

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:**

This is a 120-hour professional learning option in which the requirements for Reading Endorsement Competencies 1 and 2 are interwoven. Learning is based on the combined competencies professional learning option as developed by FLDOE, in partnership with Regional Educational Laboratory-Southeast. Participants must complete the entire course sequence to earn the 60 hours of credit for Competency One and 60 hours of credit for Competency Two. This training is intended to be completed in its entirety. Therefore, no partial credit will be granted.

This course will allow K-6 educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in the Competencies 1 and 2 of the *2011 Reading Endorsement Competencies*. In order for educators to effectively meet the reading needs of all students, emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundation reading skills, assessment, and support for English Language Learners.

**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:**

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources

- Learning      ☒ 2.1: Learning Outcomes  
                  ☒ 2.2: Learning Designs
- Implementing ☒ 3.1: Implementation of Learning
- Evaluating    ☐ 4.1: Evaluation of Professional Learning  
                  ☐ Not significantly related to any PL 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 learn key content and strategies from the competencies listed below:

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.
7. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
8. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (i.e., onset-rimes and phonemes).
9. Understand that writing, in conjunction with phonological awareness, enhances reading development.
10. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).
11. Understand how similarities and differences in sound production between English and other languages affect English language learners reading development in English.
12. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
13. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
14. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
15. Understand structural analysis of words.
16. Understand that both oral language and writing can be used to enhance phonics instruction.
17. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
18. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
19. 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.
20. Understand the relationships among fluency, word recognition, and comprehension.
21. Understand that both oral language and writing enhance fluency instruction.
22. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
23. Understand the goal of receptive and expressive vocabulary instruction is the application of a students' understanding of word meanings to multiple oral and written contexts.

24. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
25. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language).
26. Understand the domain specific vocabulary demands of academic language.
27. Understand that writing can be used to enhance vocabulary instruction.
28. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.
29. Understand that building oral and written language facilitates comprehension.
30. Understand the importance of learning syntax, semantics, pragmatics,
31. vocabulary, and text structures required for comprehension of formal written language of school, often called academic language.
32. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
33. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
34. 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.
35. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
36. Understand the reading demands posed by domain specific texts.
37. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
38. Understand how English language learners linguistic and cultural background will influence their comprehension.
39. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.
40. Identify language characteristics related to social and academic language.
41. Identify phonemic, semantic, and syntactic variability between English and other languages.
42. 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.
43. Understand the impact of oral language, writing, and an information intensive environment upon reading development.
44. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
45. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.
46. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
47. Create an environment where students practice appropriate social and academic language to discuss diverse texts.
48. Recognize and apply an English language learners home language proficiency as a foundation and strength to support the development of oral language in English.
49. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
50. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.
51. Apply intentional, explicit, and systematic instructional practices for scaffolding development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
52. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
53. Understand and apply knowledge of how variations in phonology across languages affect English language learners reading and writing development.
54. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
55. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
56. Apply intentional, explicit, and systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.

57. Recognize and apply an English language learners home language as a foundation and strength to support the development of phonics in English.
58. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
59. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
60. Apply intentional, explicit, systematic instructional practices for scaffolding accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, readers theater).
61. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
62. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.
63. Apply intentional, explicit, systematic instructional practices for scaffolding vocabulary and concept development (e.g., shared reading, semantic mapping).
64. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
65. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
66. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
67. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
68. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
69. Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations).
70. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.
71. 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).
72. Use both oral language and writing experiences to enhance comprehension.
73. Apply appropriate instructional practices determined by the students' strengths and needs, text structure, and the reading demands of domain specific text.
74. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
75. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
76. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
77. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
78. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
79. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.
80. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
81. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
82. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
83. 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).
84. Demonstrate understanding of similarities and differences between home language and second language reading development.
85. Triangulate data from appropriate reading assessments to guide instruction.

## **7. LEARNING PROCEDURES (Methods):**

**Learning Methods Database Code: A, B, D, G, H, J**

### **WHAT**

During the professional learning opportunity, 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.

Professional learning methods may be any combination of the following: knowledge acquisition workshop, electronic interactive with facilitation supporting development, learning community/lesson study group, structured coaching/mentoring, implementation of “high effect” practices, and/or job embedded.

Participants will engage in a series of investigative activities. 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 these competencies.

### **HOW**

Professional learning methods may be any combination of the following: knowledge acquisition workshop, electronic interactive with facilitation supporting development, learning community/lesson study group, structured coaching/mentoring, implementation of “high effect” practices, and/or job embedded.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Data Base Code: M, N, P, Q, R, T**

### **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, /or experience coaching or mentoring, engage in electronic interactive dialogue and evaluate practice indicators.

### **Monitoring Procedures:**

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.

More specifically:

- Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
- Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

## **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

### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

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 knowledge and/or instructional behaviors.

Note: Specific identifiers are aligned to evaluation measures and may be found in the Matrix of the PAEC Add-On Reading Endorsement Plan.

### **Who will use the evaluation impact data gathered?**

Teachers, Site-Based Administrators, School and District Coordinators, Just Read, Florida! Personnel, 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, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering skills in the major components of reading and may review results with a course instructor, mentor, site-based administrator, or other designated individual.
- District coordinators, site-based administrators, instructional staff and consortia personnel, will use progress monitoring and local and state and summative assessment impact data to gauge progress toward student achievement in the area of reading.

### **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 2021

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Florida Department of Education and REL-Southeast

## 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:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
<input type="checkbox"/> Not significantly related to any PL 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. 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:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
<input type="checkbox"/> Not significantly related to any PL 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. 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

**READING STRATEGIES: GENERAL**  
**COMPONENT NUMBER: 2-013-001**

**Function:** 2

**Focus Area:** 013

**Local Sequence Number(s):** 001

**POINTS TO BE EARNED: 60 Maximum**

**2. DESCRIPTION:**

This is a professional learning opportunity to provide educators with reading strategies to incorporate into instruction of any subject. Reading strategies promote students to think about, write about, read about and talk about the content taught. Instruction interwoven with reading strategies build students' comprehension, writing and communication skills. This course will allow educators to develop, increase and demonstrate knowledge of evidence-based strategies in reading instruction. The use of reading strategies will assist educators to effectively meet the reading needs of 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:**

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input checked="" type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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 learn key content and strategies from the competencies listed below:

1. Participants will understand how to instruct students to actively engage in the process of reading.
2. Participants will understand how to guide students to monitor their comprehension as they read and what to do if their comprehension breaks down.
3. Participants will understand how to select and implement research-evidenced strategies to support vocabulary instruction across all vocabulary tiers.
4. Participants will understand how to provide students with reading strategies needed to become aware of their thinking, to think and analyze text and to make their thinking visible and audible.

**7. LEARNING PROCEDURES (Methods):**

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

**WHAT**

During the professional learning opportunity, participants will be actively engaged in research-based content designed to inform participants of substantive knowledge of cognitive reading strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing to facilitate the reading process. Participants will receive reading research and instructional content. Participants will be provided with strategy modeling or videos to practice and reflect upon current instructional practice.

**HOW**

Professional learning methods may be any combination of the following: knowledge acquisition workshop, electronic interactive with facilitation supporting development, learning community/lesson study group, structured coaching/mentoring, implementation of “high effect” practices, and/or job embedded.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Data Base Code: M, N, P, Q, R, T**

**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, /or experience coaching or mentoring, engage in electronic interactive dialogue and evaluate practice indicators.

**Monitoring Procedures:**

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.

More specifically:

- Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
- Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.



## **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

### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

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 knowledge and/or instructional behaviors.

### **Who will use the evaluation impact data gathered?**

Teachers, Site-Based Administrators, School and District Coordinators, Just Read, Florida! Personnel, 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, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering skills in the major components of reading and may review results with a course instructor, mentor, site-based administrator, or other designated individual.
- District coordinators, site-based administrators, instructional staff and consortia personnel, will use progress monitoring and local and state and summative assessment impact data to gauge progress toward student achievement in the area of reading.

### **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 2021

Department: Instructional Services – Professional Development Center

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

## READING SUBJECT CONTENT

**Component Identifier**                      **1-013-**                      **or**                      **1-105-011**  
**Number:**                                      **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 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 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

**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:**

<b>Domain</b>	<b>Standard</b>
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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. 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 social emotional learning, 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 work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.
12. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
13. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
14. Demonstrate knowledge and ability to use appropriate technology in teaching and learning

\*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.

<b>DeliveryMethods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>EvaluationMethods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3, A4, B1
<b>FPLS:</b>	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 80<sup>th</sup> 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 80<sup>th</sup> 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:

- |   |  |
|---|--|
| Foundation  | <input type="checkbox"/> 0.1: Leadership   |
| Planning  | <input type="checkbox"/> 1.1: Professional Learning Needs<br><input type="checkbox"/> 1.2: Professional Learning Resources |
| Learning  | <input type="checkbox"/> 2.1: Learning Outcomes<br><input type="checkbox"/> 2.2: Learning Designs                          |
| Implementing  | <input checked="" type="checkbox"/> 3.1: Implementation of Learning  |
| Evaluating  | <input type="checkbox"/> 4.1: Evaluation of Professional Learning  |
| <input type="checkbox"/> Not significantly related to any PL 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. Create long-range plans, based on a review of state content standards, data- evidenced student-needs and district/school instructional priorities.
2. 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.
3. Revise and/or differentiate instruction based on student needs and student goals.
4. Establish and maintain an effective student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative.
5. Maintain academic focus and instructional momentum by using a variety of techniques.
6. Demonstrate knowledge and understanding of curriculum content.
7. 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.
8. Monitor student learning, including use of formative assessment, provide specific academic feedback, and adjust instruction to meet student needs.
9. Use instructional strategies shown to have a positive impact on student learning and provide modifications and or accommodations as required/needed.
10. Use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.
11. Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.
12. Act in a professional manner upholding the principles set forth in the *Principles of Professional Conduct for the Education Profession in Florida*.
13. Communicate effectively with stakeholders.
14. 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 80<sup>th</sup> 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

## SCIENCE SUBJECT CONTENT

<b>Component Identifier</b>	<b>1-015-</b>	<b>or</b>	<b>1-105-004</b>
<b>Number:</b>	<b>001</b>		<b>(ESE)</b>
<b>Maximum Inservice Points:</b>	<b>120</b>		

### 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 - Science*.

### 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 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. Demonstrate an understanding of chemical storage protocols where appropriate and procedures to maintain a safe learning environment when doing laboratory activities.
4. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
5. Maintain currency in regard to changes in the subject field.
6. Demonstrate breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
7. Develop instruction that incorporates collaborative activities, hands-on experiences, critical-thinking, and problem solving into content learning.
8. Locate resources to incorporate to make content-learning relevant for students.
9. Develop lesson plans based on *Florida's Next Generation Sunshine State Standards - Science*, 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.

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

## SOCIAL STUDIES SUBJECT CONTENT

<b>Component Identifier</b>	<b>1-016-</b>	<b>or</b>	<b>1-105-013</b>
<b>Number:</b>	<b>001</b>		<b>(ESE)</b>
<b>Maximum Inservice Points:</b>	<b>120</b>		

### 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 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.

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

**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:

<b>Domain</b>	<b>Standard</b>
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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. 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

**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	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1,3.1.2,3.1.3,3.1.4,3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3, 1.2.4,1.2.5	<input checked="" type="checkbox"/> 2.2.1,2.2.2,2.2.3, 2.2.4,2.2.5	<input checked="" type="checkbox"/> 3.2.1,3.2.2,3.2.3,3.2.4,3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1,1.3.2,1.3.3	<input checked="" type="checkbox"/> 2.3.1,2.3.2,2.3.3	<input checked="" type="checkbox"/> 3.3.1,3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3,1.4.4	<input checked="" type="checkbox"/> 2.4.2,2.4.3, 2.4.4,2.4.5	<input checked="" type="checkbox"/> 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 – 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 use 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.

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

## **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.

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

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

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

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

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

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

<b>DeliveryMethods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>EvaluationMethods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3, B1
<b>FPLS:</b>	S3

## 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.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1
<b>FPLS:</b>	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 behavior 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.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAPS:</b>	B1
<b>FPLS:</b>	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 skill 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 word 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.

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

**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**

### 1. 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.

**2. 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

### 3. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL Standard

### 4. 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

### 5. 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 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 develop 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

**TITLE: Technology in the Classroom/Digital Curriculum**

**COMPONENTNUMBER: 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**

### 1. 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.

### 2. 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
- ☐ Regulatory or compliance requirements
- ☒ Other: Parent communication to increase involvement and ethical behavior

### 3. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL Standard

### 4. 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

### 5. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Use an appropriate survey(s), to determine how technology is used in teaching, level 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 (if used)**

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 develop 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.

## **10. 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

## **11. 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

## **VIRTUAL LEARNING INSTRUCTIONAL METHODOLOGY**

### **COMPONENT NUMBER: 2-408-001**

**Function:** 2

**Focus Area:** 408

**Local Sequence Number(s):** 001

### **POINTS TO BE EARNED: 60 Maximum**

#### **2. DESCRIPTION:**

Educators will learn and implement instructional strategies to enhance learning and student engagement during virtual instruction.

#### **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:**

<b>Domain</b>	<b>Standard</b>
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. Learn and demonstrate proficiency using a learning management system to provide or support grade-appropriate, Florida standards-based content instruction.
2. Adapt Florida standards-based lesson plans or units of study for virtual learning to meet the needs of diverse learners.
3. Establish classroom expectations and a positive learning environment to support virtual learning,
4. Diversify instruction by providing materials in a variety of formats such as text, sound and imagery in virtual instructional design and delivery.
5. Employ synchronous, blended and/or asynchronous strategies that promote student participation and provide collaboration opportunities in a virtual classroom.
6. Incorporate authentic materials/resources into virtual instructional design and delivery to increase relevancy.
7. Use a variety of communication tools and strategies for student and parent communication.
8. Incorporate a variety of assessment strategies into virtual instructional design and delivery.
9. Provide targeted academic feedback that is meaningful and actionable.
10. Understand copyright laws, how they apply to virtual instruction and avoid copyright infringement
11. Plan for differentiating instruction in a synchronous or asynchronous learning environment.

## **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 activities focused on effectively using a learning management system.
2. Participate in presentations, discussions and activities focused on best practices in virtual learning design and delivery.
3. Work collaboratively with other educators to identify and incorporate appropriate strategies tools, resources and materials into virtual instructional design and delivery.
4. Develop a product related to the professional learning activity,
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 instruction, synchronous or asynchronous virtual and occur in a workshop, study group, structured coaching/mentoring activity 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, B, D, F**

Determine the degree to which educator's professional learning contributed to student learning gains as measured by 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 state assessments, classroom assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering Florida 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 data from state, district and classroom assessments to gauge progress toward positive student impact.

**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 2021

Department: Instructional Services – Professional Development Center

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

## 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 (ADA), 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.

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

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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 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 *B.E.S.T. Standards for Language Arts* or the *Language Arts Florida 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, F**

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 or changes in observed educator proficiency in implementing targeted state standards or initiatives.

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

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**  
**Panhandle Area Educational Consortium**  
**Professional Development Center**  
**753 West Boulevard**  
**Chipley, Florida 32428**  
**Phone (850) 638-6131**  
**Toll free: 1-877-USE-PAEC (873-7232)**

**Revised November 2017**



## TABLE OF CONTENTS

- I. Program Title
- II. Program Rationale and Purpose
- III. Program Content/Curriculum
- IV. Instructional Design and Delivery
  - A. Instructional Strands
  - B. Training Components
  - C. Matrix
  - D. Instructors
- V. Completion Requirements
- VI. Program Evaluation
- VII. Management
- VIII. School Board Approval
- IX. Appendixes
  - A. Competencies
  - B. Inservice Components
  - C. Matrix
  - D. Forms
  - E. School Board Approval



**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:	<b>Care and Prevention of Athletic Injuries (Sports Medicine)</b>
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:	<b>Coaching Theory</b>
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:	<b>Theory and Practice of Coaching a Specific Sport</b>
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**

<b>Competency Number</b>	<b>Component Name</b>	<b>Specific Objective Number</b>	<b>Method of Competency Demonstration</b>
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**

**2021-2026**



*Advancing Schools and Communities for Student Success  
Every Student, Every Day!*

753 West Boulevard  
Chipley, FL 32428  
[www.paec.org](http://www.paec.org)  
850-638-6131  
Toll free: 1-877-873-7232

## TABLE OF CONTENTS

<b>I. Title .....</b>	<b>1</b>
<b>II. Program Rationale and Purpose .....</b>	<b>1</b>
<b>III. Curriculum .....</b>	<b>2</b>
Competencies .....	2
Specialization/Professional Studies .....	2
Nationally Recognized Guidelines .....	2
<b>IV. Instructional Design and Delivery .....</b>	<b>3</b>
Instructional Strands .....	4
Required Professional Learning Components .....	4
<i>Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience</i> .....	5
<i>Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience</i> .....	10
<i>Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience</i> .....	14
Autism Spectrum Disorder Matrix .....	19
Instructor Qualifications .....	29
<b>V. Completion Requirements .....</b>	<b>29</b>
Program Completion .....	29
Competency Demonstration .....	30
Competency Verification .....	30
<b>VI. Program Evaluation .....</b>	<b>30</b>
Evaluation Plan .....	30
Annual Review .....	31
Logistical Support .....	32
<b>VII. Management .....</b>	<b>32</b>
Candidate Application and Admission .....	32
Advisement .....	33
Attendance Requirement for Inservice Points .....	33
Transfer and Utilization of Credit (College or Inservice) .....	33
Certification of Completion .....	34
<b>Appendix .....</b>	<b>35</b>
A– Verification of Inservice Points .....	36

## **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**

<b>Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience</b>	<b>Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience</b>	<b>Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience</b>
<ol style="list-style-type: none"> <li>1. The Basics of Autism</li> <li>2. History and Assessment</li> <li>3. Evidence Based Practices</li> <li>4. Parental Involvement</li> <li>5. Sensory Differences</li> <li>6. Visual Schedules</li> <li>7. Social Narratives and Social Skills</li> <li>8. Structured Work Systems</li> <li>9. Quality Individualized Education Program (IEP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenging Behavior in Autism</li> <li>2. Applied Behavioral Analysis (ABA)</li> <li>3. Decreasing Challenging Behavior</li> <li>4. The Power of Reinforcement</li> <li>5. Social Skills</li> <li>6. Beginning the Functional Behavioral Assessment (FBA)</li> <li>7. Self-Monitoring</li> <li>8. Data Collection</li> <li>9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)</li> </ol>	<ol style="list-style-type: none"> <li>1. The Basics-Communication in Autism Spectrum Disorders</li> <li>2. Augmentative/Alternative Communication Systems (AAC)</li> <li>3. AAC in the School Setting</li> <li>4. Functional Communication Training</li> <li>5. Assistive Technology</li> <li>6. Technology Aided Instruction and Intervention (TAII)</li> <li>7. Communication and Collaboration in the School</li> <li>8. Transition and Community Based Instruction</li> <li>9. Transition</li> </ol>

**REQUIRED PROFESSIONAL LEARNING COMPONENTS**

<b>Component Number</b>	<b>Professional Learning Plan Service Points</b>	<b>Component Title</b>
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**

	<b>Educator</b>	<b>School</b>	<b>District</b>
Planning	<input checked="" type="checkbox"/> 1.1.1		<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 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 2019-2020

**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**

	<b>Educator</b>	<b>School</b>	<b>District</b>
Planning	<input checked="" type="checkbox"/> 1.1.1		<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 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

	<b>Educator</b>	<b>School</b>	<b>District</b>
Planning	<input checked="" type="checkbox"/> 1.1.1		<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 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

Project Date 2019-2020



## Autism Spectrum Disorder Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards	Method of Competency Demonstration
<b>Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience</b>				
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	<ol style="list-style-type: none"> <li>1. Research major characteristics of ASD</li> <li>2. Describe autism and comorbid conditions</li> <li>3. Application exercise that includes a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Quiz</li> </ol>
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,	<ol style="list-style-type: none"> <li>1. Research project that addresses history as well as medical diagnosis and educational eligibility</li> <li>2. Describe autism specific instruments and process used for comprehensive evaluation</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
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,	<ol style="list-style-type: none"> <li>1. Research Evidence-based Practices (EBP)</li> <li>2. Application exercise that includes a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>

2a	2-103-545	7, 8	DDA.7.K1, SEDAS.1.S10, SEDAS.6.K1, SEDAS.6.K2, SEDAS.7.S4, DDA.6.K7	<ol style="list-style-type: none"> <li>1. Research data regarding parental involvement in schools and how this can be improved in their own school</li> <li>2. Application exercise that includes a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Quiz</li> </ol>
2a	2-103-545	15	DDA.1.K4	<ol style="list-style-type: none"> <li>1. Sensory graphic organizer</li> <li>2. Application exercise that includes a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Quiz</li> </ol>
2a, 2e	2-103-545	19	DDA.3.S4, SEDAS.3.S9	<ol style="list-style-type: none"> <li>1. Development and implementation of visual schedules</li> <li>2. Application exercise that includes a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Development and implementation of a social narrative</li> <li>2. Application exercise that includes a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>
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,	<ol style="list-style-type: none"> <li>1. Development and implementation of structured work system; including progress monitoring tool</li> <li>2. Develop and implement a visual to support the use of the structured work system</li> <li>3. Application exercise that</li> </ol>

			DDA.5.S13, SEDAS.3.K4	includes 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

<b>Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience</b>				
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	<ol style="list-style-type: none"> <li>1. Research project</li> <li>2. Development of IEP SMART goals for social/emotional/behavior</li> <li>3. Field experience application of course concepts</li> <li>4. Quiz</li> </ol>
2c	5-101-546	3, 5, 6		<ol style="list-style-type: none"> <li>1. Research basic principles of ABA</li> <li>2. Choose an Evidenced Based Practice in the area of behavior to research</li> <li>3. Application exercise that includes a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Collect behavioral data (ABC)</li> <li>2. Application exercise that includes a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>
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,	<ol style="list-style-type: none"> <li>1. Develop token economy system</li> <li>2. Identify target/replacement behavior</li> <li>3. Analyze reinforcer assessment</li> <li>4. Application exercise that includes a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Field experience application of course concepts</li> <li>7. Quiz</li> </ol>

			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	<ol style="list-style-type: none"> <li>1. Administer Functional Social Skills Assessment (FSSA)</li> <li>2. Complete the Visual Social Skills Profile based on results of FSSA</li> <li>3. Create and implement a social skills lesson that addresses the deficits from the above</li> <li>4. Application exercise that includes a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Field experience application of course concepts</li> <li>7. Quiz</li> </ol>
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,	<ol style="list-style-type: none"> <li>1. Use ABC data to develop a hypothesis for the function of behavior</li> <li>2. Research and design an intervention strategy that matches the function of the competing behavior</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Administer Functional Social Skills Assessment (FSSA)</li> <li>2. Complete the Visual Social Skills Profile based on results of FSSA</li> <li>3. Create and implement a social skills lesson that addresses the deficits from the above</li> <li>4. Application exercise that includes a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Field experience application of course concepts</li> <li>7. Quiz</li> </ol>

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,	<ol style="list-style-type: none"> <li>1. Use ABC data to develop a hypothesis for the function of behavior</li> <li>2. Research and design an intervention strategy that matches the function of the competing behavior</li> <li>3. Implement intervention and collect data</li> <li>4. Application exercise that includes a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Field experience application of course concepts</li> <li>7. Quiz</li> </ol>
2c	5-101-546	10	DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4, SEDAS.3.S11, SEDAS.3.S12	<ol style="list-style-type: none"> <li>1. Develop and implement a self-monitoring system</li> <li>2. Application exercise that includes a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Quiz</li> </ol>
2c, 2e	5-101-546	19	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> <li>1. Develop a graph that shows baseline and intervention data</li> <li>2. Make instructional decisions based on data results</li> <li>3. Application exercise that includes a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
2c, 2e	5-101-546	20	DDA.4.S2, DDA.4.S3, DDA.5.S5, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> <li>1. Develop an FBA and PBIP based on data results</li> <li>2. Application exercise that includes a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>

<b>Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience</b>				
2a	3-100-547	1	DDA.1.K2, DDA.1.K5, SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2	<ol style="list-style-type: none"> <li>1. Research project</li> <li>2. Application exercised that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Quiz</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Research AAC devices; including PECS</li> <li>2. Individualize AAC for a student</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Research AAC devices</li> <li>2. Integration of AAC into classroom environment/curriculum</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Quiz</li> </ol>

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	<ol style="list-style-type: none"> <li>1. Identify interfering behavior</li> <li>2. Implement the Functional Communication Training (FTC) strategy</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Research technology supports</li> <li>2. Provide examples of low, mid, and high tech supports,</li> <li>3. Review district AT evaluation process</li> <li>4. Application exercised that include a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Quiz</li> </ol>
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,	<ol style="list-style-type: none"> <li>1. Research Technology Aided Instruction and Intervention (TAII) resources</li> <li>2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> </ol>



			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	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	<ol style="list-style-type: none"> <li>1. Research transition services statewide and in their community/district</li> <li>2. Describe the benefits of community-based instruction</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Quiz</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Use assessment data to develop post-secondary transition IEP goals</li> <li>2. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>

*Note\** Competency Number based upon Rule 6A-4.0179

## **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)			
<b>TOTAL POINTS REQUIRED 240</b>	<b>TOTAL POINTS VERIFIED</b>		

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**  
**Panhandle Area Educational Consortium**  
**Professional Development Center**  
**753 West Boulevard**  
**Chipley, Florida 32428**  
**Phone (850) 638-6131**  
**Toll free: 1-877-USE-PAEC (873-7232)**

**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

<b>Component Identifier Number</b>	<b>1-014-537</b>
<b>Maximum Points</b>	<b>60</b>

### 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.



**PANHANDLE AREA EDUCATIONAL CONSORTIUM  
DRIVER EDUCATION/TRAFFIC SAFETY ENDORSEMENT  
VERIFICATION OF POINTS (Form B)**

1. Name \_\_\_\_\_
2. School \_\_\_\_\_ 3. District \_\_\_\_\_
4. Social Security No. \_\_\_\_\_ 5. Points on file: \_\_\_\_\_
6. Requirements:
- (1) \_\_\_\_\_ Basic Driver Education/Traffic Safety  
(60 points minimum)
- (2) \_\_\_\_\_ Advanced Driver Education/Traffic Safety  
(60 points minimum)
- (3) \_\_\_\_\_ Administration and Supervision of Driver Education/Traffic Safety  
(60 points minimum)

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>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:

\_\_\_\_\_ Send 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**

**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](http://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
<b>Domain 1: Culture (Cross-Cultural Communications)</b>	<ul style="list-style-type: none"> <li>• Effect of culture in language learning and school achievement for ELLs from diverse backgrounds</li> <li>• Nature and role of culture</li> <li>• Nature and role of cultural groups</li> <li>• Nature and role of individual cultural identities</li> </ul>
<b>Domain 2: Language and Literacy (Applied Linguistics)</b>	<ul style="list-style-type: none"> <li>• Language as a system</li> <li>• Phonology</li> <li>• Morphology</li> <li>• Syntax</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• English acquisition to read, write and communicate orally in English</li> <li>• Research on second language acquisition and development</li> <li>• Components of literacy</li> <li>• Theories of second language literacy development</li> </ul>
<b>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Public Policy</li> <li>• Research and current practices in teaching ESL/ESOL</li> <li>• Teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing skills</li> <li>• Teaching language through academic content</li> <li>• Selection, adaptation, and use of standards-based materials, resources, and technologies</li> </ul>
<b>Domain 4: ESOL Curriculum and Materials Development</b>	<ul style="list-style-type: none"> <li>• Knowing, understanding, and applying concepts, research, best practices, and evidenced-based strategies for planning instruction</li> <li>• Supportive learning environment for ELLs</li> <li>• Planning multilevel classrooms for learners with diverse backgrounds using standards-based ESOL curriculum</li> <li>• Knowing, selecting, and adapting wide range of standards-based materials, resources, and technologies</li> </ul>
<b>Domain 5: Assessment (ESOL Testing and Evaluation)</b>	<ul style="list-style-type: none"> <li>• Understanding and applying knowledge of assessment issues that affect learning of ELLs from diverse backgrounds and varying levels of English proficiency               <ul style="list-style-type: none"> <li>○ Cultural and linguistic bias</li> <li>○ Testing in two languages</li> <li>○ Sociopolitical and psychological factors</li> <li>○ Special education testing and assessing giftedness</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ Importance of standards</li><li>○ Formative vs. summative assessment</li><li>○ Difference between language proficiency and other assessment types</li><li>● Accountability issues<ul style="list-style-type: none"><li>○ Implications of standardized vs. performance-based assessments</li><li>○ Accommodations in formal testing</li></ul></li><li>● Use and interpretation of variety of language proficiency assessment instruments to meet district, state, and federal guidelines</li><li>● Use of assessments to identify, place and demonstrate language growth of ELLs</li><li>● Articulation of appropriateness of ELL assessments to appropriate stakeholders</li><li>● Identifying, developing, and using various standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess learning</li></ul>
--	---



## 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***

<b>Instructional Strands</b>	<b>Major Topics</b>
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***

<b>Instructional Strands</b>	<b>Major Topics</b>
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*

<b>ESOL Teacher Standard</b>	<b>Component Title and Number</b>	<b>Performance Indicators</b>	<b>Evaluation Method</b>
<b>Domain 1 Standard 1</b> 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
<b>Domain 2 Standard 1</b> 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
<b>Domain 2 Standard 2</b> 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
<b>Domain 2 Standard 3</b> 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
<b>Domain 3 Standard 1</b> 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

<b>Domain 3 Standard 2</b> 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
<b>Domain 3 Standard 3</b> 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
<b>Domain 4 Standard 1</b> 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
<b>Domain 4 Standard 2</b> 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
<b>Domain 5 Standard 1</b> 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
<b>Domain 5 Standard 2</b> 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
<b>Domain 5 Standard 3</b> 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***

<b>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:</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
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
<b>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:</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
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

<b>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:</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
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
<b>Method of Competency Demonstration For All Standards A-C</b>	<b>80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement</b>

## **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 the of 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.**

<b>Competency</b>	<b>Competency Demonstration in Module</b>
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.**

<b>Competency</b>	<b>Competency Demonstration in Module</b>
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.**

<b>Competency</b>	<b>Competency Demonstration in Module</b>
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
<b>Standard D: Properly evaluate student progress, and be able to identify and implement system improvements.</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
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
<b>Method of Competency Demonstration For All Standards A-D</b>	<b>80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement</b>

## 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	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was research- and/or evidence-based and the connection to the research/evidence was clearly identified by the facilitator/presenter.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was related directly to student achievement needs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was sufficient to give me confidence to implement what I learned.

The professional learning strategies:				
5	4	3	2	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were designed to engage the audience.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were aligned with the intended goals and objectives I was expected to learn.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were appropriate for the delivery method.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provided adequate opportunity for practice of the skills or learning.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provided opportunities for the facilitator/presenter to provide feedback regarding performance or skills.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were the same, or very similar, to those I am expected to use with my students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Technology, appropriate to the content and skills being taught, was used.

The professional learning activity:				
5	4	3	2	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was sufficient in the amount of time spent learning for me to feel confident implementing what I learned.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was rigorous enough for me to feel confident implementing what I learned.

Professional learning resources:				
5	4	3	2	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Resources provided were sufficient in quantity.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Resources provided were sufficient in quality.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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

<p>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</p>	<p>If paying by credit card, please fax a copy of this form to: Attention: PDC 850-68-6109</p>
--	--



*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>
<b>Proceed to Parts B and C</b>	<b>Proceed to Part C</b>	<b>Proceed to Part C</b>

### 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>					
<b>TOTAL In-service Points Completed</b>						

**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**  
**2021-2026**



*Advancing Schools and Communities for Student Success  
Every Student, Every Day!*

753 West Boulevard  
Chipley, FL 32428  
[www.paec.org](http://www.paec.org)  
850-638-6131  
Toll free: 1-877-873-7232

## TABLE OF CONTENTS

<b>I. Title .....</b>	<b>1</b>
<b>II. Program Rationale and Purpose .....</b>	<b>1</b>
<b>III. Curriculum.....</b>	<b>1</b>
Competencies .....	1
Specialization .....	3
Nationally Recognized Guidelines .....	4
<b>IV. Instructional Design and Delivery .....</b>	<b>5</b>
<b>V. Inservice Codes.....</b>	<b>7</b>
<b>VI. Program Content/Curriculum .....</b>	<b>8</b>
<i>Nature and Needs of Students Who Are Gifted .....</i>	<i>8</i>
<i>Curriculum and Instructional Strategies for Teaching Gifted Students .....</i>	<i>11</i>
<i>Guidance and Counseling for Gifted Students .....</i>	<i>14</i>
<i>Education of Special Populations of Gifted Students.....</i>	<i>19</i>
<i>Gifted: Theory and Development of Creativity .....</i>	<i>24</i>
Gifted Endorsement Matrix.....	27
<b>VII. Instructor Qualifications .....</b>	<b>30</b>
<b>VIII. Completion Requirements .....</b>	<b>31</b>
Program Completion .....	31
Competency Demonstration.....	31
Competency Verification.....	31
<b>IX. Program Evaluation .....</b>	<b>31</b>
Evaluation Plan .....	31
Annual Review .....	32
<b>X. Management .....</b>	<b>32</b>
State Program Oversight .....	32
District Director of Professional Development.....	32
Professional Learning Catalog .....	33
Records .....	33
Candidate Application and Admission .....	33
Advisement .....	33
Transfer and Utilization of Credit (College or Inservice) .....	33
Attendance Requirement for Inservice Points .....	34
Certification of Completion .....	34
<b>Appendix .....</b>	<b>35</b>
A– Verification of Inservice Points.....	36



## 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 for 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:

<b>Instructional Strands</b>	<b>Topics</b>
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	<p>Identification of Special Populations of Gifted Students</p> <p>Diverse Types of Gifted Students</p> <p>Multicultural Gifted Education</p> <p>Ethnicity</p> <p>Linguistic Diversity</p> <p>Underachievement</p> <p>Socio-economic and Educational Disadvantage</p> <p>Twice-Exceptional Students</p> <p>Diverse Family Structures and Pressures</p> <p>Gender and LGBTQ+</p> <p>Young and Highly Gifted</p> <p>Evaluation of Effective Programs for Special Populations of Gifted Students</p>
5. Theory and Development of Creativity	<p>Valuing Creativity</p> <p>Defining Creativity</p> <p>Developing and Nurturing Creativity</p> <p>Measuring Creativity and Assessing Creative Outcomes</p> <p>Personalization and Commitment to Creativity</p>

## V. Inservice Codes

Primary Purpose	Implementation Methods
<ul style="list-style-type: none"> <li>A. Add-on Endorsement</li> <li>B. Alternative Certification</li> <li>C. Florida Educators Certificate Renewal</li> <li>D. Other Professional Certificate/License Renewal</li> <li>E. Professional Skills Building - Non-instructional</li> <li>F. W. Cecil Golden Professional Development Program for School Leaders</li> <li>G. Approved District Leadership Development Program</li> <li>H. No Certification, Job Acquisition, or Retention Purposes</li> </ul>	<ul style="list-style-type: none"> <li>M. Structured Coaching/ Mentoring</li> <li>N. Independent Learning/Action Research</li> <li>O. Collaborative Planning</li> <li>P. Participant Product</li> <li>Q. Lesson Study</li> <li>R. Electronic, Interactive</li> <li>S. Electronic, Non-interactive</li> <li>T. Evaluation of Practice</li> </ul>
Learning (Delivery) Methods	Evaluation (Staff/Participant)
<ul style="list-style-type: none"> <li>A. Knowledge Acquisition</li> <li>B. Electronic, Interactive</li> <li>C. Electronic, Non-interactive</li> <li>D. Learning Community/ Lesson Study Group</li> <li>E. Independent Inquiry</li> <li>F. Structured Coaching/ Mentoring</li> <li>G. Implementation of “High Effect” Practice(s)</li> <li>H. Job-Embedded</li> <li>I. Deliberate Practice</li> <li>J. Problem Solving Process</li> </ul>	<ul style="list-style-type: none"> <li>A. Changes in Instructional or Learning Environment Practices</li> <li>B. Changes in Instructional Leadership or Faculty Development Practices</li> <li>C. Changes in Student Services/Support Practices</li> <li>D. Other Changes in Practices</li> <li>E. Fidelity of Implementation of the Professional Learning Process</li> <li>F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives</li> <li>G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present</li> </ul>
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	<ul style="list-style-type: none"> <li>A. Results of State or District-Developed/ Standardized Growth Measure(s)</li> <li>B. Results of School/ Teacher- Constructed Student Growth Measure(s) that Track Student Progress</li> <li>C. Portfolios of Student Work</li> <li>D. Observation of Student Performance</li> <li>E. Other Performance Assessment(s)</li> <li>F. Did Not Evaluate Student Outcomes (evaluated with staff evaluation)</li> <li>Z. Did Not Evaluate Student Outcomes</li> </ul>

## **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
<p>1.0 : Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> <li>• The historical foundation of gifted education</li> <li>• 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</li> <li>• The process of screening and identifying students who are gifted</li> <li>• The knowledge of issues involved with planning, developing, and implementing services for students who are gifted</li> <li>• The essential role of collaboration to support students who are gifted and teachers</li> </ul>	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
<p>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.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> <li>• Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.</li> <li>• 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.</li> </ul>	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

<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.</li> <li>• Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5).</li> </ul>		
<p>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:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)</li> <li>• Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)</li> <li>• 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)</li> <li>• Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1, 2.4, 4.3, 4.4)</li> <li>• Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)</li> <li>• 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)</li> <li>• Use knowledge of social skills training to assist students who are gifted in developing healthy</li> </ul>	<p>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</p>	<p>Quizzes, discussions, classroom observations, district staff interviews, district policy review, student interviews, presentations, student assessments, projects</p>

<p>relationships and displaying leadership capability. (2.2, 7.3)</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)</li> <li>• Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)</li> <li>• 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)</li> <li>• 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)</li> </ul>		
<p>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.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> <li>• The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3).</li> <li>• 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).</li> <li>• The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5).</li> <li>• Skills to assist in the screening and identification process (4.1 -4.5).</li> </ul>	<p>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</p>	<p>Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study, Lesson Plan</p>

<ul style="list-style-type: none"> <li>• The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)</li> <li>• 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).</li> <li>• Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)</li> </ul>		
<p>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.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> <li>• Knowledge of the nature and definition of creativity.</li> <li>• Self-reflection and strategies to enhance personal creativity.</li> <li>• Ideas and strategies for teaching students to develop and use their creativity.</li> </ul>	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 certification specialist will assist the participant in filing the necessary online application and collecting the fees associated with adding the Florida Gifted 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 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)			
<b>TOTAL POINTS REQUIRED 300</b>	<b>TOTAL POINTS VERIFIED</b>		
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  
753 West Boulevard  
Chipley, Florida 32428  
Phone: (850) 638-6131**

TABLE OF CONTENTS

Program Title ..... 2

Program Rational and Purpose..... 2

Program Content/Curriculum ..... 3

Instructional Design and Delivery ..... 4

Completion Requirements ..... 30

Program Evaluation ..... 30

Management ..... 32

School Board Approval ..... 32

Matrix.....33

Appendix ..... 77

## **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)
	<b>Total: 300</b>	

**Competencies and Performance Indicators Considered in Development of PAEC Reading Endorsement**

Competency	Performance Indicators
<p><b>1: Foundations of Reading Instruction</b></p> <p><b>Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary.</b></p>	<p>The total inventory of Performance Indicators (A-G) satisfies Competency 1.</p> <p><b>A: Comprehension</b></p> <p>1. A.1 Understand that building oral and written language facilitates comprehension.</p> <p>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.”</p> <p>1. A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).</p> <p>1. A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.</p> <p>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.</p> <p>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.</p> <p>1. A.7 Understand the reading demands posed by domain specific texts.</p> <p>1. A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.</p> <p>1. A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.</p> <p>1. A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.</p> <p><b>B: Oral Language</b></p> <p>1. B.1 Understand how students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.</p> <p>1. B.2 Understand the differences between social and academic language.</p> <p>1. B.3 Understand that writing enhances the development of oral language.</p> <p>1. B.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction.</p> <p>1. B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English.</p> <p>1. B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.</p> <p><b>C: Phonological Awareness</b></p> <p>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).</p> <p>1. C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words &amp; syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).</p> <p>1. C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.</p> <p>1. C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language &amp; dialect differences).</p> <p>1. C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.</p> <p>1. C.6 Understand the role of formal and informal phonological awareness assessment to</p>

	<p>make instructional decisions to meet individual student needs.</p> <p><b>D: Phonics</b></p> <p>1. D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.</p> <p>1. D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).</p> <p>1. D.3 Understand structural analysis of words.</p> <p>1. D.4 Understand that both oral language and writing can be used to enhance phonics instruction.</p> <p>1. D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.</p> <p><b>E: Fluency</b></p> <p>1. E.1 Understand that the components of reading fluency are accuracy, expression, and rate, which impact reading endurance and comprehension.</p> <p>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.</p> <p>1. E.3 Understand the relationships among fluency, word recognition, and comprehension.</p> <p>1. E.4 Understand that both oral language and writing enhance fluency instruction.</p> <p>1. E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.</p> <p><b>F: Vocabulary</b></p> <p>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.</p> <p>1. F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).</p> <p>1. F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).</p> <p>1. F.4 Understand the domain specific vocabulary demands of academic language.</p> <p>1. F.5 Understand that writing can be used to enhance vocabulary instruction.</p> <p>1. F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.</p> <p><b>G: Integration of the reading components</b></p> <p>1. G.1 Identify language characteristics related to social and academic language.</p> <p>1. G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.</p> <p>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.</p> <p>1. G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.</p> <p>1. G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.</p> <p>1. G.6 Understand the role of formal and informal reading assessment to make instructional</p>
--	---

	decisions to meet individual student needs.
<p><b>2: Applications of Research-Based Practices</b></p> <p>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.</p>	<p>The total inventory of Performance Indicators (A-G) satisfies Competency 2.</p> <p><b>A: Comprehension</b></p> <p>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.).</p> <p>2. A.2 Use both oral language and writing experiences to enhance comprehension.</p> <p>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.</p> <p>2. A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.</p> <p>2. A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.</p> <p>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.</p> <p>2. A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.</p> <p>2. A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.</p> <p>2. A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.</p> <p><b>B: Oral Language</b></p> <p>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).</p> <p>2. B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.</p> <p>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.</p> <p>2. B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).</p> <p>2. B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.</p> <p><b>C: Phonological Awareness</b></p> <p>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).</p> <p>2. C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).</p> <p>2. C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.</p> <p>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).</p> <p>2. C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.</p> <p><b>D: Phonics</b></p> <p>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.</p> <p>2. D.2 Recognize and apply an English language learner’s home language as a foundation</p>

	<p>and strength to support the development of phonics in English.</p> <p>2. D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).</p> <p>2. D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.</p> <p><b>E: Fluency</b></p> <p>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.).</p> <p>2. E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).</p> <p>2. E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.</p> <p><b>F: Vocabulary</b></p> <p>2. F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).</p> <p>2. F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.</p> <p>2. F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).</p> <p>2. F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p> <p>2. F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.</p> <p>2. F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).</p> <p>2. F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).</p> <p>2. F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.</p> <p><b>G: Integration of the reading components</b></p> <p>2. G.1 Apply comprehensive instructional practices, including writing experiences that integrate the reading components.</p> <p>2. G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).</p> <p>2. G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).</p> <p>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).</p> <p>2. G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.</p> <p>2. G.6 Triangulate data from appropriate reading assessments to guide instruction.</p>
<p><b>3: Foundations of Assessment</b></p> <p><b>Teachers will</b></p>	<p>3.1 Understand and apply measurement concepts and characteristics of reading assessments.</p> <p>3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching</p>

<p><b>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.</b></p>	<p>reader to text.</p> <p>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.</p> <p>3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.</p> <p>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).</p> <p>3.6 Analyze data to identify trends that indicate adequate progress in student reading development.</p> <p>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).</p> <p>3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.</p> <p>3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.</p> <p>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.</p>
<p><b>4: Foundations and Applications of Differentiated Instruction</b></p> <p><b>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.</b></p>	<p>4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.</p> <p>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.</p> <p>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.</p> <p>4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.</p> <p>4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.</p> <p>4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.</p> <p>4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.</p> <p>4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.</p> <p>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.</p> <p>4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.</p> <p>4.11 Scaffold instruction for students having difficulty in each of the components of reading.</p> <p>4.12 Implement a classroom level plan for monitoring student reading progress and</p>

	<p>differentiating instruction.</p> <p>4.13 Monitor student progress and use data to differentiate instruction for all students.</p> <p>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.</p> <p>4.16 Implement research-based instructional practices for developing students' ability to read critically.</p> <p>4.17 Implement research-based instructional practices using writing to develop students' comprehension of text.</p> <p>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.</p> <p>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.</p>
<p><b>5: Demonstration of Accomplishment (Reading Practicum)</b></p> <p><b>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></p>	<p>5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.</p> <p>5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.</p> <p>5.3 Demonstrate research-based instructional practices for developing oral/aural language development.</p> <p>5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.</p> <p>5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.</p> <p>5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.</p> <p>5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.</p> <p>5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.</p> <p>5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.</p> <p>5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.</p> <p>5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.</p> <p>5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.</p> <p>5.13 Create an information intensive environment that includes print and digital text.</p> <p>5.14 Use a variety of instructional practices to motivate and engage students in reading.</p> <p>5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.</p>



**This page intentionally left blank**

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, pgs. 14-16	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, pgs. 14-16	
3	Foundations of Assessment	Foundations of Assessment	Foundations & Applications for Teachers & Principals	See Overview of College Courses, pgs. 14-16	
4	Foundations and Applications of Differentiated Instruction	Foundations of Differentiation	Foundations & Applications of Differentiated Instruction	See Overview of College Courses, pgs. 14-16	
5 All Reading Endorsement Candidates in all tracts will complete a <b>Supervised Practicum</b> 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, pgs. 14-16	

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)
<b>UWF:</b> <u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>LAE 3314</b> - Literacy for the Emergent Learner</li> </ul> <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 6116</b> - Foundations of Early Literacy</li> </ul>	<u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 3310</b> – Literacy Instruction for the Intermediate Learner</li> </ul> <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 6060</b> – Foundations of Middle and Secondary Literacy</li> </ul>	<u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4542c</b> – Assessment and Differentiated Instruction in Reading (Competency 3 <b>and</b> 4)</li> </ul> <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5515</b> – Classroom Reading Assessments</li> </ul>	<u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4542c</b> – Assessment and Differentiated Instruction in Reading (Competency 3 <b>and</b> 4)</li> </ul> <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 6240</b> – Differentiating Instruction</li> </ul>	<u>Undergraduate*</u>  <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 6866</b> – Practicum in the Teaching of Reading</li> </ul>
<b>FSU</b> <u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4310</b> – The Development and Assessment of Emergent Reading and Writing</li> </ul> <u>Elem. Education Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5109</b></li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5109 (Same)</b></li> </ul>	<u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4510</b> – Teaching Reading in the Elementary School</li> </ul> <u>Elem. Education Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5147</b> – Foundations of Developmental Reading</li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5147 (Same)</b> – Foundations of Developmental Reading</li> </ul>	<u>Elem. Education Undergraduate and Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>EDE 4302</b> – Beginning Fall 2014)</li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5466</b></li> </ul>	<u>Elem. Education Undergraduate and Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>EDE 4316</b> - Differentiating Instruction in Reading</li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>EEX 5258</b></li> </ul>	<u>Elem. Education Undergraduate and Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4941</b> – Practicum in Reading ESOL</li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5947</b></li> </ul>
<b>Flagler College</b> <ul style="list-style-type: none"> <li>▪ <b>EEL 301</b> – Elementary Reading Instruction (may be used for Competency 1 and 2, but not both)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>EEL 301</b> – Elementary Reading Instruction (may be used for Competency 1 and 2, but not both)</li> <li>▪ <b>EEL 455</b> – Diagnostic Reading (Integrates Competencies 1, 2 and 3, <i>EEL 455 and EEL 301</i> cover Competencies 1, 2 and 3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>EEL 455</b> – Diagnostic Reading (Integrates Competencies 1, 2 and 3, must be taken for either Competencies 2 and 3)</li> </ul>	Combination of six courses to complete Competency 4.	<u>Undergraduate*</u>

<b>Chipola College</b> <ul style="list-style-type: none"> <li>▪ <b>RED 3009</b> – Early and Emergent Literacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>RED 3360</b> – Teaching Reading in the Middle/Secondary School</li> <li>▪ <b>RED 3311</b> – Teaching Reading in the Intermediate Grades</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>RED 4312</b> – Integration of Assessment into Classroom Reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>RED 4519</b> – Diagnostic and Instructional Interventions in Reading</li> </ul>	<u><b>Undergraduate*</b></u>
<b><i>*Requires Internship Prerequisites coursework.</i></b>				

**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 2<sup>nd</sup> Edition, DIBELS 8<sup>th</sup> 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 <sup>nd</sup> 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/Cost Effectiveness	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
<b>01-013-006:</b> <b>Foundations of Reading Instruction</b>  <b>01-013-007:</b> <b>Application of Research-Based Instructional Practices</b>	<p><b>Article:</b> <i>Young Children's Oral Language Development - Reading Rockets</i></p> <p><b>Article:</b> <i>Role of Early Oral Language in Literacy Development</i> by Shanahan &amp; Lonigan</p> <p><b>Teaching Reading Sourcebook, 3<sup>rd</sup> Edition</b> by Bill Honig, Linda Diamond &amp; Linda Gutlohn. Chpt 1: <i>The Big Picture</i></p> <p><b>Teaching Reading Sourcebook:</b> <i>Introduction to Comprehension VI - Pgs. 609 – 617</i></p>	1.A.1	<b>Understand</b> that building oral and written language facilitates comprehension.	<p><b>1.A.1 - Curriculum Study Assignment:</b>  <b>*View PowerPoint</b>  <b>*Read</b> Chpt 1: <i>The Big Picture</i>. Identify key points.  <b>*Read Articles:</b> <i>Young Children's Oral Language Development</i> and <i>Role of Early Oral Language in Literacy Development</i></p> <p><b>1.A.1: Formative Assessment:</b>  <b>Complete</b> <i>Teaching Reading Sourcebook Study Guide: The Big Picture</i>  <b>-Discuss</b> the two articles with peers to develop an <b>understanding</b> of:            *Define oral language            *Describe the key findings for oral language and reading.            *Identification of examples of expressive and receptive language &amp; the characteristics of language components.  <b>Answer Questions:</b> <i>What is oral language, elements, purpose and teaching of oral language? Discuss activities that build oral and written language to support comprehension.</i></p>	<p><b>* Facilitator chooses which summative assessment participants complete.</b></p> <p><b>Methods of demonstration:</b>            * <b>Facilitator Observations</b>            * <b>Peer Discussions</b>            * <b>Ongoing Case Study</b>            * <b>Portfolio:</b>            1) <b>Summarize</b> key points of readings.            2) <b>Participants</b> complete an ongoing case study: 1.A.1: Provide examples for oral and written language, 3-5, that demonstrate an <b>understanding</b> of strategies that build both and aids comprehension.            3) <b>Reflect</b> upon current practice and how to provide more authentic opportunities for language experience and text discussion in daily instruction.</p>

	<p><i>Bringing Words To Life</i> by Beck, McKeown &amp; Kugan</p> <p><b>Article:</b> <i>Specific Ways to Use Webb's Depth of Knowledge in Class</i> – Marcus Guidy/Prodigy</p> <p><b>HO:</b> <i>Cognitive Task Levels</i></p> <p><b>I Read It, But I Don't Get It</b> - Cris Tovani: Chpt 2:</p> <p><b>Article:</b> <i>Making It Stick: Memorable Strategies to Enhance Learning</i> – Reading Rockets</p> <p><b>Article:</b> <i>Multisensory Teaching – Meaning &amp; Importance</i> – Reading Rockets</p>	2.A.2	Use both oral language and writing experiences to enhance comprehension.	<p><b>2.A.2 &amp; 2.A.4: Curriculum Study Assignment;</b>  <b>*View PowerPoint</b>  <b>*Read: <i>Teaching Reading Sourcebook</i>: Introduction to Comprehension VI</b>  <b>*Review</b> Rubrics: Written and Oral language, K-5 &amp; LAFS Speaking and Listening Standards.  <b>2.A.2 &amp; 2.A.4: Formative Assessment:</b>  <b>*Complete <i>Teaching Reading Sourcebook</i> Study Guide: Introduction to Comprehension VI</b>  <b>*Discuss with peers:</b> 1) how to ask questions or create conversation starters to incorporate language into daily instruction 2) importance of structuring class discussions 3) appropriate multisensory strategies to enhance language 4) appropriate supports for ELL students.  <b>*Participants design and teach</b> a lesson that uses both oral language and written experiences to enhance comprehension using best instructional practices.</p>	<p><b>- Portfolio: Participants design and teach</b> a lesson that uses both oral language and written experiences to enhance comprehension using best instructional practices: conversation starters, text-dependent questions, multisensory activities with language and text, supports for ELLs.</p> <p><b>- Reflect on effectiveness</b> of lesson: what worked well/didn't, changes needed and why.</p>
		2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.		
	<p><b>Teaching Reading Sourcebook:</b> Pgs. 634 -635 &amp; 682 – 684</p>	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."	<p><b>1.A.2: Curriculum Study Assignment; View PowerPoint</b>  <b>Read: Chpts 1 &amp; 2: <i>Bringing Words to Life</i></b> *Identify key ideas of each chapter.          *Identify Tier 2 and 3 words of text <i>The Alaska Adventure</i>. Share w/table group.  <b>1.A.2: Formative Assessment:</b>  <b>*Compare/contrast</b> the differences between social and academic language vs spoken and written.  <b>*Complete the YOUR TURN</b> at the end of chapter 2, Pg. 30          1) Select text that you will teach.</p>	

		1.A.3	<p><b>Understand</b> the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).</p>	<p>2) Select words likely to be unknown to students.  3) Analyze the list for Tier 2 words &amp; most important for comprehension.  4) Decide which words you will teach.  5) Create lesson and teach.  6) Reflect upon effectiveness of the lesson.</p> <p><b>1.A.3: Curriculum Study Assignment:</b>  <b>*View PowerPoint</b>  <b>Read:</b> <i>Letting the Text Take Center Stage</i>.  <b>1.A.3: Formative Assessment:</b>  <b>Summarize, chart and report</b> assigned sections focusing on effective vs ineffective practices, impact of text upon reading comprehension, challenges text structure/features present and text complexity.</p>	
		1.A.4	<p><b>Understand</b> how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.</p>	<p><b>1.A.4: Curriculum Study Assignment:</b>  <b>*View PowerPoint</b>  <b>Complete</b> Survey of Knowledge: The Reader, Text &amp; Activity. Review results  <b>Reference:</b> Introduction to Comprehension  <b>1.A.4:Formative Assessment:</b>  <b>Discuss</b> why the reader's characteristics, motivation, reading purposes and text elements are important. <b>Answer:</b> Why must they all be taken into consideration during instruction? <b>Why</b> is it important for students to <b>know</b> that all texts are not read in the same manner?</p>	



	<p><b>Article: <i>Strategies to Help Students Go Deep When Reading Digitally</i></b> by Katrina Schwartz</p> <p><b>Teaching Reading in Social Studies, Science &amp; Math –</b> Laura Robb; Chpt 1</p> <p><b>Teaching Reading Sourcebook:</b> <i>Introduction to Comprehension VI</i> - Pgs. 609 – 617</p> <p><b>WIDA Article:</b> <i>SLIFE: Students with Limited or Interrupted Formal Education</i></p>	1.A.5	<b>Identify</b> 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.	<p><b>1.A.5: Curriculum Study Assignment;</b> <b>-View PowerPoint</b> <b>Read HO:</b> <i>Cognitive Task Levels: Webb's Depth of Knowledge</i> <b>1.A.6: Curriculum Study Assignment;</b> <b>Read:</b> Tovani, Chpt 2: <i>I Read It, But I Don't Get It</i> and <b>HOs:</b> <i>What is Literary Text; What is Informational Text?</i> <b>1.A.5 &amp; 1.A.6: Formative Assessment:</b> <b>Complete</b> Analyzing Features of Text Complexity worksheet with provided text. <b>Create</b> 2-3 learning tasks for <b>each</b> cognitive target for a literary and informational text w/table group. <b>2.A.5: Curriculum Study Assignment;</b> <b>Read Article:</b> <i>Strategies to Help Students Go Deep When Reading Digitally</i> <b>2.A.5 &amp; 2.A.6: Formative Assessment:</b> <b>Use</b> the text complexity rubric to <b>analyze</b> selected literary, informational and digital text appropriate for your students to <b>identify</b> complexity levels.</p>	
		1.A.6	<b>Understand</b> reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.		
		2.A.5	<b>Select</b> narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.		
		2.A.6	<b>Provide</b> comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. ★		
	<p><b>WIDA HOs:</b> <i>CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</i></p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p>	1.A.7	<b>Understand</b> the reading demands posed by domain specific texts.	<p><b>1.A.7: Curriculum Study Assignment;</b> <b>-View PowerPoint</b> <b>-Read</b> assigned section of <i>Teaching Reading in Social Studies, Science and Math: Chpt 1</i> <b>1.A.7: Formative Assessment: Identify</b> and <b>discuss</b> content reading issues: assumptions, roadblocks, challenges and characteristics of transmission and constructivist models with table groups. <b>2.A.3: Formative Assessment:</b> Teams/individuals present or create poster/handout with key findings and strategies identified to assist students with overcoming challenges and the obstacles of domain specific text based on participants' identified students' strengths/needs, including ELL students.</p>	<p><b>Portfolio:</b> *Participants apply 2-3 strategies identified with students, including ELLs, to assist with overcoming challenges and obstacles of a domain specific text based on students' strengths/need.</p> <p>Provide reflection of the effectiveness of strategies chosen.</p>
		2.A.3	<b>Apply</b> appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text. ★		

		1.A.8	<b>Understand</b> that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	<b>1.A.8: Curriculum Study Assignment:</b> <b>View PowerPoint</b> <b>Reference:</b> <i>Teaching Reading Sourcebook: Introduction to Comprehension VI</i> - Pgs. 609 – 617 <b>1.A.8: Formative Assessment:</b> <b>Complete Study Guide for</b> <i>Introduction to Comprehension VI</i> <b>Identify</b> what good readers do before, during and after reading. <b>Identify</b> different types of <b>supports</b> for ELLs. <b>Answer:</b> How do these supports help <i>all</i> students? <b>2.A.1 &amp; 2.A.8: Formative Assessment:</b> <b>Participants create</b> two fix-it up lesson plans for selected text that includes multiple student strategies for monitoring comprehension and self-correcting that <b>targets</b> 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.)	
		2.A.1	<b>Apply</b> 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	<b>Model</b> a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.		
		1.A.9	<b>Understand</b> how <u>English language learners</u> ’ linguistic and cultural background will influence their comprehension.	<b>1.A.9: Curriculum Study Assignment:</b> <b>*Complete:</b> ELL Survey of Knowledge & Discuss <b>*Read assigned sections of WIDA</b>	<b>Portfolio: Choose</b> two idioms and <b>develop</b> lesson for students to act out and/or create a visual representation for the literal meaning, using props and

		2.A.7	<b>Scaffold</b> discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	<p><b>Article:</b> <i>SLIFE: Students with Limited or Interrupted Formal Education</i></p> <p><b>Reference as Needed:</b> <i>WIDA HOs: CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</i></p> <p><b>1.A.9: Formative Assessment:</b> Discuss key findings. Report out assigned sections to group and implications for ELL students.</p> <p><b>2.A.7: Formative Assessment:</b> Discuss how idioms pose problems/barriers for ELLs. <b>Choose</b> two idioms and <b>develop</b> lesson for students to act out and/or create a visual representation for the literal meaning, using props and gestures. <b>Teach</b> lesson. <b>Reflect</b> upon the lesson, <b>identify</b> problems or barriers ELLs faced, <b>include</b> supports provided to overcome.</p>	gestures. <b>Teach</b> lesson. <b>Reflect</b> upon the lesson, <b>identify</b> problems or barriers ELLs faced, <b>include</b> supports provided to overcome.
		1.A.10	<b>Understand</b> the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	<p><b>1.A.10: Curriculum Study Assignment;</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Complete</b> Formative Assessment Quiz</p> <p><b>1.A.10: Formative Assessment:</b></p> <p><b>Discuss</b> differences between formative</p>	<p><b>* Facilitator Observations</b></p> <p><b>* Peer Discussions</b></p> <p><b>* Ongoing Case Study</b></p> <p><b>* Portfolio:</b></p> <p><b>1) Summaries of key points of all</b></p>

		2.A.9	<p><b>Recognize, describe, and incorporate</b> appropriate comprehension assessments <u>to guide instruction</u>.</p>	<p>and summative assessments, include different types of each.</p> <p><b>2.A.9: Formative Assessment:</b>  <b>*Use</b> data from a <b>variety</b> of formative assessments: <i>iReady</i>, running records, MAZE Screening Comprehension to <b>plan</b> targeted comprehension instruction.  <b>(See <i>Multiple Measures</i> for a variety.)</b></p> <p><b>*Examine</b> class composite FSA data. <b>Identify</b> strengths and needs, <b>include</b> targeted comprehension instruction for class, groups and individual students.</p>	<p>readings.</p> <p><b>2) Participants</b> complete an ongoing <b>Case Study</b> that incorporates all ten indicators, 1.A.1 - 10: Provide 3-5 examples that demonstrate an <b>understanding</b> of strategies that builds, enhances and strengthens comprehension.</p> <p><b>- Reflect on effectiveness</b> of lessons taught thus far for Indicators 1.A.1 - 1.A.10 identify what worked well/didn't, changes needed and why.</p> <p><b>3) Reflect</b> upon current practice and how to provide more authentic opportunities for language experience and text discussion in daily instruction.</p> <p><b>4) Reflect: Which</b> formative assessments do you <b>use</b> or plan to? <b>What</b> have you <b>learned</b> about informative and summative assessments?</p>
--	--	-------	---	--	---

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
	<p><b>Teaching Reading Sourcebook, 3<sup>rd</sup> Edition</b>, Chpt. 2: <i>Structure of English</i></p> <p><b>Article:</b> <i>Role of Early Language in Literacy Development:</i> Shanahan &amp; Lonigan</p> <p><b>Teaching Reading Sourcebook, 3<sup>rd</sup> Edition</b>, Chpt 1: <i>What is Academic Language?</i></p> <p><b>Article:</b> <i>Academic Language in Diverse Classrooms</i> – Gottlieb &amp; Ernst-Slavit</p> <p><b>WIDA HOs:</b> <i>CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</i></p> <p><b>Teaching Reading Sourcebook, Chpt 2</b> – <i>Structures of Spanish</i></p>	1.B.1	<b>Understand</b> how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	<p><b>1.B.1: Curriculum Study Assignment:</b>  <b>View PowerPoint</b>            *<b>Complete</b> Phonological Awareness (PA) Survey of Knowledge            *<b>Read:</b> <i>Teaching Reading Sourcebook, 3<sup>rd</sup> Edition</i>, Chpt. 2: <i>Structures of English</i>            *<b>Watch Video:</b> <i>Sounds of English</i>  <b>1.B.1: Formative Assessment:</b>            *<b>Review</b> types of PA from the continuum            *<b>Complete:</b> <i>Teaching Reading Sourcebook Study Guide: Chpt. 2: Structures of English</i>            *<b>Identify</b> the type of phonological awareness skill presented on the PA activity cards. <b>Identify</b> which PA activities include multisensory tasks,            *<b>Identify</b> the specific senses targeted.            *<b>Practice</b> producing individual sounds of English with a partner.</p>	<p>* <b>Facilitator Observations</b>            * <b>Peer Discussions</b>            * <b>Ongoing Case Study</b>            * <b>Portfolio</b></p>
		1.B.4	<b>Understand</b> that the variation in students' oral language exposure and development requires differentiated instruction.	<p><b>1.B.4: Curriculum Study Assignment:</b>            *<b>View PowerPoint</b>            *<b>Complete</b> the WIDA ELL Survey            *<b>Read:</b> <i>Role of Early Language in Literacy Development</i>  <b>1.B.4: Formative Assessment:</b>            *<b>Discuss</b> survey and article findings.            *<b>Reflection Journal: Answer:</b> <b>What</b> is the <b>role</b> of oral language in today's classrooms? *<b>How</b> do we <b>support</b> students with poor language skills, <b>including ELLs?</b> <b>How</b> do we <b>increase</b> their oral language? *<b>Discuss</b> reflections with partner/table group.</p>	
		2.B.1	<b>Apply</b> intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). ★	<p><b>2.B.1: Formative Assessment:</b>            *<b>Practice</b> methods to build oral/aural language skills through Socratic questioning and reciprocal teaching.</p>	

	<p><b>Study.com Video:</b> COGNITIVE Academic Language Proficiency (CALP)</p> <p><b>Articles:</b> <i>Literacy Instruction for ELLs and ELL Strategies &amp; Best Practices</i> from Colorin Colorado</p> <p><b>Article:</b> Reading Rockets: <i>Types of Informal Classroom-Based Assessments: The Role of Oral Language in Literacy Development</i></p>	1.B.2	<b>Understand</b> the differences between social and academic language.	<p><b>1.B.2: Curriculum Study Assignment;</b> <b>*View PowerPoint</b> <b>*Read:</b> <i>Teaching Reading Sourcebook, 3rd Edition</i>, Chpt 1: <i>What is Academic Language?</i></p> <p><b>1.B.2: Formative Assessment:</b> <b>*Complete:</b> <i>Teaching Reading Sourcebook</i> Study Guide: Chpt. 1: What is Academic Language? <b>*Identify the following:</b> -Differences between social &amp; academic language -Roles of academic lang. -Dimensions of Academic language -Different language perspectives -What speakers and writers do</p> <p><b>2.B.2: Formative Assessment:</b> <b>*List</b> activities from your classroom that <b>highlight</b> the use of social and academic language. <b>*Review WIDA HO</b>s for supports and strategies by domains and sensory activities. <b>Answer:</b> Which activities will you implement?</p>	
		2.B.2	<b>Create</b> an environment where students practice appropriate social and academic language to discuss diverse texts.		
		1.B.3	<b>Understand</b> that writing enhances the development of oral language.	<p><b>1.B.3: Curriculum Study Assignment;</b> <b>Read Article:</b> <i>Academic Language in Diverse Classrooms</i> <b>*Review</b> stages of oral vs written language stages <b>*Review</b> the Matthew Effect <b>*View PowerPoint</b> <b>1.B.3: Formative Assessment:</b> <b>*Discuss</b> how each stage of oral language vs written differs and compliments each other. <b>*Describe</b> the Matthew Effect.</p> <p><b>2.B.4: Formative Assessment:</b> Use the I Do, We Do, You Do lesson model and develop a lesson that supports and develops the oral language needs of students through an interactive shared writing experience.</p>	
		2.B.4	<b>Use</b> writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).		

		1.B.5	<b>Recognize</b> the importance of English language learners' home languages, and their significance for learning to read English.	<b>1.B.5: Curriculum Study Assignment:</b> <b>Review/Reference:</b> <i>Teaching Reading Sourcebook, Chpt 2 – Structures of Spanish</i> <b>1.B.5: Formative Assessment:</b> <b>*Complete Study Guide</b> for Chpt 2: Structures of Spanish <b>*Identify</b> 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. <b>2.B.3: Curriculum Study Assignment:</b> <b>*Watch video:</b> COGNITIVE Academic Language Proficiency (CALP) <b>*Read Articles:</b> <i>Literacy Instruction for ELLs and ELL Strategies &amp; Best Practices</i> from Colorin Colorado <b>2.B.3: Formative Assessment:</b> <b>*Complete:</b> Study.com CALP Video Quiz <b>*Use</b> articles, WIDA HOs and the Speaking and Listening Standards and identify 2-5 effective methods of supporting an ELL's home language as a strength to support acquisition of English.	
		2.B.3*	<b>Recognize and apply</b> 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	<b>Understand</b> the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	<b>1.B.6: Curriculum Study Assignment:</b> <b>*View PowerPoint</b> <b>Read Article:</b> Reading Rockets: <i>Types of Informal Classroom-Based Assessments: The Role of Oral Language in Literacy Development</i> <b>1.B.6: Formative Assessment:</b> <b>*Identify and Discuss:</b> The types of informal assessments presented in article. <b>2.B.5: Formative Assessment:</b> <b>*Analyze</b> samples of oral language formal and informal assessments provided. <b>Identify</b> each. <b>Answer:</b> What does each assessment <b>measure</b> ?	<b>Summative Assessment:</b> <b>*Case Study:</b> Administer two oral language assessments to two students, one being an ELL acquiring English and 1 student participant's <b>Case Study</b> . Determine appropriate next steps for instruction. <b>*Facilitator Observation</b> <b>*Class Discussion</b> <b>*Portfolio:</b> Participants will complete a portfolio that includes all completed readings, assignments, research, student artifacts, assessments & reflections.
		2.B.5	<b>Recognize, describe, and incorporate</b> appropriate oral language assessments <u>to guide instruction</u> . ★		

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
	<p><b>Teaching Rdg. Sourcebook;</b> Section II: Early Literacy; Chpt 3: Print Awareness; Chpt. 4: Letter Knowledge; Chpt. 5: Phonological Awareness</p> <p><b>Article:</b> <i>Phonemic Awareness-</i> Honig, Diamond&amp; Gutlohn</p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p> <p><b>Article:</b> <i>Just the Facts: Dyslexia Assessment: What is it and how can it help?</i> by International Dyslexia Assoc.</p> <p><b>Video:</b> <i>Phonological Awareness</i></p> <p><b>Article:</b> <i>Phonological Awareness and Writing</i></p> <p><b>Teaching Reading Sourcebook: Section I: Word Structure;</b></p>	1.C.1	<b>Understand</b> phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	<p><b>1.C.1 &amp; 2: Curriculum Study Assignment:</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Complete</b> Phonological Awareness (PA) Terms Survey of Knowledge</p> <p><b>*Review</b> each type of phonological awareness skill.</p> <p><b>*Read:</b> <i>Phonological Awareness Continuum</i>; Professional paper <i>Phonemic Awareness</i>; Chpt. 5: <i>Phonological Awareness &amp; Just the Facts: Dyslexia Assessment: What is it and how can it help?</i></p> <p><b>*View Video:</b> Phonological Awareness</p> <p><b>*Read, Study and Practice:</b> <i>Multiple Measures: CORE Phonological Segmentation Test</i></p> <p><b>1.C.1 &amp; 2: Formative Assessment:</b></p> <p><b>*Review</b> survey of knowledge results.</p> <p><b>*Complete Study Guide</b> for Chpt. 5: <i>Phonological Awareness</i></p> <p><b>*Use</b> phonological awareness activity cards to identify the type of skill from PA Continuum. <b>*Identify</b> the <b>multisensory</b> tasks for each activity, including senses used. <b>Reflection:</b> How would the activities be adapted to <b>support</b> ELLS?</p> <p><b>*Groups/individuals discuss and report</b> what they learned about phonological awareness in the primary classroom.</p> <p><b>*Groups/individuals create</b> a 20 word, or less, summary defining dyslexia.</p> <p><b>Reflection *Answer following questions:</b> What is Dyslexia? How is it identified? What to expect? When is the best time to assess?</p> <p><b>*Use</b> the early writing continuum to <b>identify</b> the correct state of writing the</p>	<p><b>2.C.1 &amp; 2: Summative Assessment:</b></p> <p><b>*Administer</b> the Phonological Segmentation Test to 3 students (1 student participant's Case Study.).</p> <p><b>Analyze</b> results and <b>plan</b> instruction.</p> <p><b>*Add to Case Study.</b></p>
		1.C.2	<b>Recognize</b> 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	<b>Apply</b> intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes). □		
		2.C.2	<b>Provide</b> opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). ★		



	- Chpt. 3: <i>Print Awareness</i> ; Chpt. 4: <i>Letter Knowledge</i>			students are performing in, <b>including</b> matching to phonological awareness placement. <b>*Practice</b> administering Phonological Segmentation Test with partner.	
	<b>HO:</b> Phonological and Phonemic Awareness cards.  <b>Article:</b> <i>Elements of Effective Instruction: Phonological Awareness</i>	1.C.3	<b>Understand</b> that writing, in conjunction with phonological awareness, enhances reading development.	<b><u>1.C.3 &amp; 4: Curriculum Study Assignment:</u></b> <b>*View PowerPoint</b> <b>*Read:</b> <i>Phonological Awareness and Writing</i> <b>*Video:</b> Sound production, pronunciation and sounds of English, Word Structure, and Letter knowledge. <b>Teaching Reading Sourcebook:</b> <b>Section I: Word Structure:</b> Chpts 3 & 4: <i>Print Awareness &amp; Letter Knowledge</i> <b><u>1.C.3 &amp; 4: Formative Assessment:</u></b> <b>*Complete: Study Guides for Section I: Word Structure:</b> Chpts 3 & 4: <i>Print Awareness &amp; Letter Knowledge</i> <b>*Teachers practice</b> in teams of 3 producing the sounds of English, with focus on stop sounds and articulating sounds without distortion. <b>*Identify</b> visually similar, phonologically similar and phonologically and visually similar letters. <b>*Reflection Journal:</b> <b>Answer following questions:</b> <b>Why</b> should teachers be aware of this? <b>How</b> is it problematic for students and ELLs learning to read? <b>How</b> do we prevent it from impeding learning to read? <b>Write</b> the name of each letter of the alphabet. <b>What</b> do you notice?  <b><u>2.C.3 &amp; 4: Formative Assessment:</u></b> <b>*Practice</b> administering Phoneme Deletion & Segmentation Tests with partner.	<b><u>2.C.4 &amp; 3: Summative Assessment:</u></b> <b>*Choose</b> 2 areas from the phonological awareness continuum to design two lessons for each: 1) oral Say-It-and-Move-It Elkonin Sound Boxes; 2) add print. Include <b>multisensory</b> tasks with each: <b>identify</b> senses used. <b>*Teach lessons.</b> <b>*Reflect upon effectiveness of lessons. What worked well/didn't? Changes?</b>
		2.C.4	<b>Use</b> writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).		

		1.C.4	<b>Distinguish</b> both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).		
		1.C.5	<b>Understand</b> how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	<u><b>1.C.5: Curriculum Study Assignment:</b></u> *Review: Structure of Spanish: Positive and false cognates, *Review: Positive, negative and zero phonics elements transfer to English. <u><b>1.C.5: Formative Assessment:</b></u> *Identify sounds of English that ELLS would find difficult. <b>Answer: Why these sounds present problems for ELLs?</b>	
		2.C.3	<b>Understand</b> and <b>apply</b> knowledge of how variations in phonology across languages affect English language learners' reading and writing development. ★	<u><b>2.C.3 Formative Assessment:</b></u> *Participants <b>record</b> themselves and <b>analyze</b> their sound production with cell phones. <b>Analyze</b> their production of sounds for accents/dialects. <b>Share.</b> *Participants <b>listen</b> to sample recordings of three ELL students with partner/table group. Identify the sound difficulties/errors. <b>List</b> methods to support ELLs.	
		1.C.6	<b>Understand</b> the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	<u><b>1.C.6: Curriculum Study Assignment:</b></u> *View PowerPoint *Review Exs: PA Activity cards *Read/Review HOs: <i>Elements of Effective Instruction: Phonological Awareness</i> <u><b>1.C.6: Formative Assessment:</b></u> *Read, Study and Practice: CORE Phoneme and Segmentation Tests with partners.	<u><b>2.C.5: Summative Assessment:</b></u> *Administer Phoneme Deletion & Segmentation Tests with two students. Analyze results and identify needed instruction for each student. (1 student participant's <b>Case Study.</b> )
		2.C.5	<b>Recognize, describe, and incorporate</b> 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
	<p><b>Teaching Reading. SB- Section III:</b> <i>Decoding word recognition</i></p> <p><b>Teaching Reading SB:</b> Ch. 6: Phonics Ch. 7: Irregular Word Reading Ch.8: Multisyllabic Word Reading</p> <p><b>HO:</b> <i>Spot &amp; Dot</i> by Dr. Wendy Cheyenne</p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p>	1.D.1	<b>Understand</b> that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	<p><b>1.D.1: Curriculum Study Assignment;</b>  <b>*Complete:</b> Phonics Survey of Knowledge <b>*Review</b> and <b>correct</b> Phonics Survey of Knowledge incorrect responses.  <b>*View PowerPoint</b>  <b>*Read:</b> <i>Teaching Reading. SB- Section III: Decoding word recognition. AND Ch. 6: Phonics</i>  <b>1.D.1: Formative Assessment:</b>  <b>*Complete</b> Study Guide for <i>Section III: Decoding word recognition. and Ch. 6: Phonics</i>  <b>*Analyze:</b> The Adams Model of Skilled Reading and Ehri's Phases of word recognition development in Section III.  <b>*Groups/individuals create</b> presentation for key information found in Section III.  <b>*Groups/individuals analyze</b> samples of student work to determine which phase (from Ehri's) each student places.  <b>*Reflect</b> upon how this knowledge guides instruction. <b>Share.</b></p>	<p><b>* Facilitator Observations</b>  <b>* Peer Discussions</b>  <b>* Ongoing Case Study</b>  <b>* Portfolio</b></p> <p><b>2.D.1: Summative Assessment:</b>  <b>-Complete the Phonics Assessment with Case Study student. Analyze results and identify instruction needed.</b>  <b>-*Administer</b> to 2 students one below and one grade level the Phonics Surveys (Case Study student should be one). <b>Analyze</b> student samples for phonics errors. <b>Plan</b> instruction.</p>
		2.D.1	<b>Apply</b> intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. ★	<p><b>2.D.1: Curriculum Study Assignment; Study and Practice:</b> CORE Phonics Surveys/Assessment  <b>*Practice</b> administering CORE Phonics Surveys to students.</p>	
		2.D.2	<b>Recognize</b> and <b>apply</b> an English language learner's home language as a foundation and strength to support the development of phonics in English. □	<p><b>2.D.2: Curriculum Study Assignment;</b>  <b>*View PowerPoint</b>  <b>*Analyze:</b> Phonics Elements (sound/spelling categories).  <b>*Compare</b> with the sounds of Spanish..  <b>*Review:</b> 20 Most Common Greek and Latin Roots and affixes used in English texts.</p>	

				<p><b>*Compare</b> with the Spanish language.</p> <p><b>2.D.2: Formative Assessment:</b></p> <p><b>*Define</b> phoneme, grapheme and morpheme. <b>Include</b> multiple examples of each. <b>*Identify</b> which sounds are same/different for production and spellings <b>* Identify</b> which Greek &amp; Latin roots and affixes are common between English &amp; Spanish.</p>	
		1.D.2	<p><b>Understand</b> sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).</p>	<p><b>1.D.2: Curriculum Study Assignment;</b></p> <p><b>*Read HO:</b> Phonics Stages of Spelling</p> <p><b>*Review:</b> Scope &amp; sequence of phonics instruction</p> <p><b>*Review</b> the 9 instructional guidelines.</p> <p><b>1.D.2: Formative Assessment:</b></p> <p><b>*Analyze</b> student spellings provided and <b>identify</b> spelling stages.</p> <p><b>*Discuss: Why</b> is it important to determine students' spelling stages?</p> <p><b>*Identify</b> differences between consonants and vowels, blends, digraphs, diphthongs, schwa, silent consonants/vowels, r-controlled vowels and vowels with silent e. <b>*Place</b> each on sequence for teaching phonic elements.</p> <p><b>*Present</b> the 9 instructional guidelines with examples in the form of a handout or chart.</p>	
		1.D.3	<p><b>Understand</b> structural analysis of words.</p>	<p><b>1.D.3: Curriculum Study Assignment;</b></p> <p><b>*Read:</b> Chpt 8 – <i>Multisyllabic Word Reading</i></p> <p><b>*Study</b> the 4 common blending routines</p> <p><b>*Observe</b> model lessons and/or video of the 4 common blending routines.</p> <p><b>*Observe</b> model lesson of Spot and Dot syllabication to decode multisyllabic words.</p> <p><b>1.D.3: Formative Assessment:</b></p> <p><b>*Complete</b> Study Guide for <i>Chpt 8: Multisyllabic Word Reading</i></p> <p><b>*Practice</b> in teams of 3-4 each of the 4 blending routines beginning with Sound by-Sound.</p>	

				<p><b>*Practice:</b> Spot &amp; Dot with multisyllabic words(4 basic syllabication rules).</p> <p><b>*Identify</b> types of syllables (open/closed, silent e. etc.) during Spot &amp; Dot practice and characteristics of each syllable type.</p>	
		1.D.4	<b>Understand</b> that both oral language and writing can be used to enhance phonics instruction.	<p><b>1.D.4: Formative Assessment:</b></p> <p><b>*Analyze</b> 3 sample assessments, spelling inventories and writing samples for 3 different students, that will include an ELL student, for the phonic errors. Discuss with partner/table group students' individual instructional needs.</p>	
		2.D.3	<b>Use</b> oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts). ★	<p><b>2.D.3: Formative Assessment:</b></p> <p><b>*Create instructional materials,</b> such as, sentence strip words, phrases, and make word lessons from analysis of the 3 sample assessments, spelling inventories and writing samples for 3 different students, that will include an ELL student, for the phonic errors and identify next steps/instruction,.</p>	
		1.D.5	<b>Understand</b> the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	<p><b>1.D.5: Curriculum Study Assignment:</b></p> <p><b>*View PowerPoint</b></p> <p><b>* Review and study: Types of Phonics Screeners:</b></p> <ul style="list-style-type: none"> <li>-Letter naming</li> <li>-Individual sound</li> <li>-Nonsense words</li> </ul> <p><b>*Reflect</b> on the Phonological Awareness measures administered earlier in the competencies.</p>	
		2.D.4	<b>Recognize, describe, and incorporate</b> appropriate phonics assessments to guide instruction. ★	<p><b>1.D.5: Formative Assessment:</b></p> <p><b>*Practice</b> administering with partner.</p> <p><b>*Identify</b> what each assessment assesses, why and when to assess and next steps. <b>Describe</b> how the assessments are administered.</p> <p><b>*Reflect and answer:</b> What types of tests are <b>used</b> to assess phonics knowledge and <b>dyslexia</b>? <b>What</b> areas of poor performance are thought to suggest <b>dyslexia</b>?</p>	<p><b>2.D.4: Summative Assessment:</b></p> <p><b>*Create</b> 2 explicit phonics lessons following the sequence of phonics instruction from the 3 samples analyzed for 1!.D.4. <b>Identify</b> how each lesson <b>differentiates</b> for each student, <b>reasons</b> for instructional focus. <b>Include</b> student data to <b>support</b> differentiation and multisensory tasks to enhance learning.</p> <p><b>*Provide</b> how writing and oral language was integrated into the lessons to enhance phonics instruction. Include <b>analysis</b> of student work.</p>

FOUNDATIONAL READING SKILL: <b>FLUENCY</b>					
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
	<p><b>Teaching Reading Sourcebook: Section IV: Reading Fluency &amp; Chpt 9: Fluency Assessment</b>  <b>Article:</b> <i>Connecting Reading Fluency &amp; Oral Language for Student Success</i></p> <p><b>Article:</b> <i>Fluency: The Bridge from Decoding to Reading Comprehension</i></p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p> <p><b>Teaching Reading Sourcebook: Alaska Adventure</b></p> <p><b>Teaching Sourcebook: Ch. 9: Fluency Assessment and Ch 10: Fluency Instruction</b></p>	1.E.1	<b>Understand</b> that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	<p><b>1.E.1: Curriculum Study Assignment:</b>  <b>*View PowerPoint</b>  <b>*Complete:</b> Fluency Anticipation Guide  <b>*Read: <i>Teaching Reading Sourcebook: Section IV: Reading Fluency</i></b></p>	
		2.E.1	<b>Apply</b> 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.).	<p><b>*Read Article:</b> <i>Connecting Reading Fluency &amp; Oral Language for Student Success</i>  <b>*Review:</b> Methods for Building Fluency  <b>*Review:</b> Repeated oral reading methods  <b>1.E.1: Formative Assessment:</b>  <b>Complete Study Guide for Teaching Reading Sourcebook: Section IV: Reading Fluency</b>  <b>*Report Assigned Reading Section:</b>  <i>Connecting Reading Fluency &amp; Oral Language for Student Success</i>  <b>*Reflection: Which</b> of the 3 fluency elements is the most important? <b>Why?</b>  <b>Discuss. *Reflect and answer:</b> How does fluency directly affect comprehension of text?  <b>2.E.1: Curriculum Study Assignment:</b>  <b>Read Chpt 10: Fluency Instruction</b>  <b>2.E.1: Formative Assessment:</b>  <b>Complete Study Guide for Chpt 10.</b>  <b>*Which</b> methods for building fluency do you <b>currently use</b> from <i>Methods to Building Fluency</i>, such as, paired reading, Echo Reading, etc)?  <b>*How will</b> you incorporate repeated oral reading methods in your class? <b>Identify</b> methods, including <b>why</b> chosen.  <b>*Choose</b> 2 repeated oral reading methods and texts to <b>demonstrate</b> each method with partners. <b>How</b> does</p>	

				repeated readings such as, Readers Theatre, Echo and phrase-cued text reading <b>affect</b> fluency?	
		1.E.2	<b>Understand</b> that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	<b>1.E.2: Curriculum Study Assignment:</b> <b>*View PowerPoint</b> <b>*Read:</b> <i>Fluency: The Bridge from Decoding to Reading Comp.</i> <b>*Read:</b> Sentence Tunes <b>1.E.1: Formative Assessment:</b> <b>Discuss with peers:</b> The relationship between fluency and comprehension. <b>*Practice</b> with partner/group how stressing different words in a sentence changes meaning and <b>how</b> the meaning evolves with <b>HO:</b> Sentence Tunes. <b>Discuss</b> the meaning changes.	<b>2.E.2: Summative Assessment:</b> <b>*Teach</b> phrase-cued coding to class/students, including <b>Case Study</b> student. Each student <b>reads</b> their coding to a partner. <b>Compare</b> each's coding. <b>Identify</b> if each coding maintained meaning or changed it. <b>Analyze</b> class/students' phrase-cued coding to <b>identify</b> fluency instruction. <b>*Add analysis to Reflection Journal.</b> <b>*Add student work, results, analysis and fluency instruction to Case Study.</b>
		2.E.2	<b>Use</b> oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). □	<b>2.E.2: Curriculum Study Assignment:</b> <b>*Review and Study:</b> Phrase-Cued Text Reading with <i>Alaska Adventure</i> <b>2.E.2: Formative Assessment:</b> <b>*Independently</b> use the phrase-cued text marking with <i>Alaska Adventure</i> . Table group reads their phrase-cued text codings to each other. Compare with peers to identify how same/different, meaning enhancements/changes and how would support students.	
		1.E.3	<b>Understand</b> the relationships among fluency, word recognition, and comprehension.	<b>1.E.3: Curriculum Study Assignment:</b> <b>*Watch Video and/or Observe Model:</b> Passage reading with errors, how to score and analyze the errors. <b>*Review:</b> Hasbrouck & Tindal's <i>Oral Reading Norms</i> <b>1.E.3: Formative Assessment:</b> <b>*Teachers record</b> errors from video or model passage reading. <b>*Provide brief description</b> of fluency skills, types of errors and next steps from video or model with partner/group. <b>*Use</b> Hasbrouck & Tindal oral reading norms to <b>identify</b> reading rate and percentile.	
		2.E.3	<b>Recognize, describe, and incorporate</b> appropriate fluency assessments to guide instruction. □		

				<p><b><u>2.E.3: Curriculum Study Assignment:</u></b>  <b>*Read: Ch 9: Fluency Assessment</b>  <b>* View PowerPoint</b></p> <p><b><u>2.E.2: Formative Assessment:</u></b>  <b>*Complete Study Guide for Chpt 9.</b>  <b>*Administer an</b> Oral Reading Fluency assessment to 3 students. <b>Record</b> and <b>analyze</b> each student's errors. <b>Identify</b> fluency supports and instruction needed for each child. Share findings with peers.</p>	
		1.E.4	<p><b>Understand</b> that both oral language and writing enhance fluency instruction.</p>	<p><b><u>1.E.4: Curriculum Study Assignment:</u></b>  <b>*Explore</b> reading practices to improve fluency, such as, repeated readings, phrase-cued, partner, radio, echo, reader's theatre reading. Provide samples of each.</p> <p><b><u>1.E.4: Formative Assessment:</u></b>  <b>Participants</b> will be provided with samples of two students fluency skills. They will review the students' work and assessments to identify characteristics that make them a fluent reader/writer or a struggling one. Areas of concern will be identified, including how this effects their word recognition and comprehension of text. Analysis will be presented to whole group to discuss.</p>	
		1.E.5	<p><b>Understand</b> the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.</p>	<p><b><u>1.E.5: Curriculum Study Assignment:</u></b>  <b>*View PowerPoint</b>  <b>*Review: Ch. 9: Fluency Assessment</b>  <b>*Review: Methods for Building Fluency;</b> <i>Repeated oral reading methods; &amp; Hasbrouck &amp; Tindal's Oral Reading Norms</i></p> <p><b><u>1.E.5: Formative Assessment:</u></b>  <b>*Create</b> a fluency handout to share the importance of fluency instruction, <b>providing</b> strategies to improve for peers, parents and teachers.</p>	<p><b><u>1.E.5: Summative Assessment:</u></b>  <b>*Examine</b> two students oral reading fluency date. <b>Chart</b> data (ORF) scores and <b>plot</b> aim line. <b>Note: One student should be the participant's Case Study.</b> <b>*Identify</b> weekly increase (goal) for <b>each</b> student. <b>Identify</b> number of weeks to reach 75%.</p>



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
	<b>Teaching Reading Sourcebook: Section V, Vocabulary - Chpts 11-13:</b> <i>Ch. 11 Specific Word Instruction: Identifying Primary Goal of Word Instruction: Selecting Words for ELLs and Word Tiers; Suggested Teaching Methods for ELLs;</i>  <i>Chpt 12 - Word Learning Strategies</i>  <i>Chpt 13 – Word Consciousness</i>  <b>Article:</b> A Focus on Vocabulary: Lehr & Hiebert  <b>Words Their Way, Ch 3</b> by Bear, Templeton, et al  <b>HO and Activity:</b> <i>Word Part Clues...Meaning or Not?</i>	1.F.1	<b>Understand</b> 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.	<b>1.F.1 &amp; 2: Curriculum Study Assignment:</b> <b>*View PowerPoint</b> <b>*Complete and Discuss:</b> Vocabulary Survey of Knowledge <b>*Read:</b> <i>Section V: Vocabulary</i> <b>*Read article:</b> A Focus on Vocabulary <b>*Review Ch. 1:</b> Structures of English <b>*Review</b> types of PA from the continuum <b>1.F.1: Formative Assessment:</b> <b>*Complete Study Guide for Section V: Vocab</b>  <b>*Reflect: Why</b> the concern about vocabulary? <b>*Explain</b> how reading can improve expressive and receptive vocab, including oral language, listening, reading and writing.  <b>*Teams read and record</b> key findings from assigned reading from <i>A Focus on Vocabulary</i> . Each <b>team presents</b> findings. A combined <b>summary</b> is <b>created</b> for the presentations. <b>1.F.2: Formative Assessment:</b> <b>*Complete Study Guide for Section V.</b> <b>*Use Alaska Adventure text: Choose</b> words that will need to be taught based on the 3 tiers. <b>*Identify</b> the morphemes within each word identified for instruction, <b>including</b> identifying Greek and Latin roots. <b>Explain</b> how this assists students with determining meaning of word(s) and supports comprehension. <b>Explain</b> reasoning for <b>why</b> words were chosen to teach from <i>Alaska Adventure</i> . <b>2.F.1 &amp; 2: Curriculum Study Assignment: Teaching Reading Sourcebook: Chpt 11 - Specific Word</b>	
		2.F.1	<b>Apply</b> intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). ★		
		1.F.2	<b>Understand</b> morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).		
		2.F.2	<b>Provide</b> for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.		

				<p><i>Instruction's: Identifying Primary Goal of Word Instruction:</i></p> <p><b>2.F.1 &amp; 2: Formative Assessment:</b></p> <p><b>*Complete Study Guide for Chpt 11</b> Specific Word Instruction section read.</p> <p><b>*Analyze</b> the different vocabulary terms.</p> <p><b>*Identify and discuss</b> with peers, methods of teaching cognates to ELLs, focusing on positive and negative transfer. <b>* Identify</b> multisensory activities for vocabulary instruction and its importance. Create explicit systematic instruction multisensory vocabulary lessons with peers to implement in classroom.</p>	
		2.F.4	<p><b>Provide</b> an environment that supports wide reading of print and digital, both information and literary to enhance vocabulary.</p>	<p><b>2.F.4: Formative Assessment:</b></p> <p><b>*Describe</b> a print rich environment that provides multiple variety of genres of text to encourage reading and enhance vocabulary, including digital texts.</p> <p><b>*Reflection: Evaluate</b> your print rich classroom based on following:</p> <ul style="list-style-type: none"> <li>-Does it provide a wide variety of genres?</li> <li>-Does it provide books from a wide array of topics?</li> <li>-Does it offer texts for ELLs?</li> <li>-Does it provide digital text opportunities?</li> </ul> <p><b>Identify</b> the steps ensure your classroom supports and encourages <b>WIDE</b> reading.</p>	<p><b>Take</b> photos of your print rich classroom and include in portfolio.</p>
		2.F.5*	<p><b>Incorporate</b> instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. □</p>	<p><b>2.F.3:5:7: Curriculum Study Assignment:</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Read:</b> Ch. 11's <i>Selecting Words for ELLs and Word Tiers; Suggested Teaching Methods for ELLs;</i></p> <p><b>*Read:</b> Ch. 12: <i>Word Learning Strategies: Cognate Awareness and Categories of Cognates in English and Spanish</i></p> <p><b>*Study</b> Adams Model of skilled reading-semantic processor</p> <p><b>*Read:</b> Ch. 13 <i>Word Consciousness: Elements of Semantics, metaphors,</i></p>	<p><b>*Select</b> a text that your students will be reading. <b>Identify</b> different elements of semantics, metaphors, similes or hyperbole to teach, including cognates to support ELLs. <b>Identify</b> the Greek and Latin roots of words for instruction. <b>Determine</b> which words are basic academic words and domain specific. <b>Identify</b> which words require more explicit instruction and time versus words that will require brief attention. <b>Provide</b> written explanation of choices. <b>Develop</b> a lesson and <b>teach</b> to class/students. <b>Reflect</b> on</p>
		2.F.7	<p><b>Use</b> multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). □</p>		
		2.F.3	<p><b>Incorporate</b> vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).</p>		
		1.F.3	<p><b>Identify</b> principles of semantics as they relate to vocabulary</p>		

			<p>development (e.g., antonyms, synonyms, figurative language, etc.).</p>	<p>similes, hyperbole...</p> <p><b>2.F.3.5:7 Formative Assessment:</b></p> <p><b>*Discuss</b> the connection between vocabulary and comprehension.</p> <p><b>*Identify</b> the Tier 3 words and words that could be an <b>advantage and/or problematic</b> for ELLS from <i>Alaska Adventure</i>.. Provide reasons behind choices.</p> <p><b>*Use</b> <i>Alaska Adventure</i> passage: <b>Individually choose</b> the <b>8</b> most important words that reflect meaning of text. Share words with table partners</p> <p><b>*Come</b> to a <b>group consensus</b> upon the <b>8</b> most important words that convey the meaning of passage <i>Alaska Adventure</i>.</p> <p><b>Write</b> a <b>25 word</b> or less <b>summary</b> for the passage <i>Alaska Adventure</i> utilizing the <b>8 words</b>. <b>Share words and summaries.</b> <b>*Reflect, discuss and discuss</b> the number of readings completed with the <i>Alaska Adventure</i> passage and the <b>different</b> purposes for each reading. <b>How</b> does this practice <b>support</b> vocabulary growth, fluency and comprehension? <b>Identify</b> multisensory tasks included in <b>each</b> task.</p> <p><b>*Complete Activity:</b> <i>Concrete vs. Abstract Meaning?</i> <b>Activity: Identify</b> words with concrete, abstract and/or multiple meanings. <b>Identify</b> how this is problematic for students, especially ELLs.</p> <p><b>*Reflect</b> upon participants' prior work with idioms and figurative language for ELLs.</p>	<p>effectiveness of lesson. <b>Support</b> with student work.</p>
--	--	--	---	---	---

		1.F.4	<b>Understand</b> the domain specific vocabulary demands of academic language.	<b>1.F.4: Curriculum Study Assignment;</b> <b>*View PowerPoint</b> <b>*Review:</b> <i>Teaching Reading Sourcebook</i> , Ch.11: Specific Word Instruction <b>*HO:</b> <i>Word Part Clues...Meaning or Not?</i> <b>1.F.4: Formative Assessment:</b> Complete <i>Word Part Clues...Meaning or Not?</i> Small groups <b>*Identify</b> if words provided have a root and/or a prefix. Does the prefix change meaning, doesn't, etc., examples, uncle, republic, repay. <b>*Evaluate and identify how</b> prefixes change meanings of words.	
		1.F.5	<b>Understand</b> that writing can be used to enhance vocabulary instruction.	<b>1.F.5: Curriculum Study Assignment;</b> <b>*View PowerPoint</b> <b>*Review:</b> <i>Teaching Reading Sourcebook</i> : Ch.12: <i>Word Learning Strategies: Types of helpful and unhelpful context clues</i> <b>1.F.5: Formative Assessment:</b> <b>*Review</b> provided texts and <b>identify</b> the helpful and unhelpful context clues and text features. <b>With a partner create a semantic feature map</b> for a text to be taught to students. <b>Discuss</b> how the semantic feature map could be utilized to provide writing activities.	
		2.F.6	<b>Use</b> oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). □	<b>2.F.6: Curriculum Study Assignment;</b> <b>*View PowerPoint</b> <b>*Review:</b> <i>Teaching Reading Sourcebook</i> : Ch.11: Specific Word Instruction <b>*Review:</b> <i>Words Their Way</i> , Ch.3 Making Words <b>2.F.6: Formative Assessment:</b> <b>*Participants practice</b> making word lessons in groups of 4-5. <b>* In small group create two</b> word sorts: 1) Social Studies; 2) Science. <b>Identify</b>	<b>Choose one of the following lessons/activities to complete and add to portfolio:</b> <b>1) Create</b> a making word lesson that targets specific phonics/spelling skill. <b>Teach</b> the lesson. <b>Reflect</b> upon the effectiveness of lesson. <b>Support</b> with student work. <b>2) Choose one of the two</b> word sorts lessons created: 1) Social Studies; 2) Science. <b>Have</b> students' sort. <b>Analyze</b> how students sorted the words.

				<p>the <b>different</b> ways the words could be sorted. <b>Have</b> students' sort. <b>Analyze</b> how students' sort. <b>Identify</b> next steps for instruction.</p> <p><b>*Brainstorm with group</b> a list of words based on the following categories: geography, human body, holidays, bodies of water, desserts, boats, dogs.</p> <p><b>*Choose</b> one of the brainstormed categories and sort words into the 3 tiers, for example, Human Body; Tier 1) knee; Tier 2) kneecap; Tier 3) patella. <b>Reflect</b> on how type of activity would assist students.</p>	<p><b>Identify</b> next steps for instruction.</p> <p><b>3) Create</b> a semantic feature map, <b>using</b> one of the semantic word maps provided. <b>Such as</b> a map for how desserts are eaten, with a fork, spoon, fingers, tongue, straw, etc. <b>Teach.</b></p> <p><b>Identify</b> how this activity <b>supports</b> students, especially ELLs.</p>
		1.F.6	<p><b>Understand</b> the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.</p>	<p><b>1.F.6: Curriculum Study Assignment;</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Study</b> <i>Words Their Way</i>: Spelling Inventories</p> <p><b>*Review:</b> <i>Words Their Way</i>: Word Sorts</p> <p><b>1.F.6: Formative Assessment:</b></p> <p><b>*With</b> partner/small group analyze multiple samples of students' spellings to determine spelling placement, types of errors and instruction needed.</p> <p><b>2.F.8: Formative Assessment:</b></p> <p><b>*Administer</b> a grade-level appropriate spelling inventory to participants' students. <b>Score and analyze</b> results. <b>Identify</b> focus for instruction. <b>Share</b> with peers. <b>Discuss</b> and <b>identify</b> any adjustments to instruction.</p> <p><b>Note: If participant does not have an ELL student, participant should find an ELL to administer the spelling inventory.</b></p>	
		2.F.8	<p><b>Recognize, describe, and incorporate</b> appropriate vocabulary assessments to guide instruction. ★</p>		

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
	<p><b>Articles</b> from Colorin Colorado: <i>Academic Language &amp; ELLS: What teachers need to know</i> <i>What is the Difference Between Social &amp; Academic English?</i></p> <p><b>Video:</b> <i>Social vs Academic Language</i> (Cindy Lundgren)</p> <p><b>Teaching Reading Sourcebook:</b> Ch. 2 Structure of Spanish</p> <p><b>Article:</b> <i>Reading 101 for English Language Learners</i> by Colorin Colorado</p> <p><b>Articles from FIS (Frankfort International School):</b> <i>The English Language and The Differences Between English and French</i></p>	1.G.1	<b>Identify</b> language characteristics related to social and academic language.	<p><b><u>1.G.1: Curriculum Study Assignment:</u></b> <b>*View PowerPoint</b> <b>*Read articles:</b> <i>Academic Language and ELLS: What Teachers Need to Know and What is the Difference Between Social and Academic English?</i> <b>*Watch Video:</b> <i>Social vs Academic language</i> (Cindy Lundgren) <b>*Review WIDA article:</b> Features of Academic Language <b><u>1.G.1: Formative Assessment:</u></b> <b>*Read</b> assigned sections of articles. <b>Identify</b> key terms and points. <b>Share</b> with group. <b>*Use</b> discussion questions as talking points to develop group presentations. <b>*Include</b> in presentations key terms, main ideas and instructional strategies that supports students, including accommodations for ELLS. <b>*Reflect and discuss</b> video. <b>How</b> will you incorporate into your classroom instruction?  *Groups compare three selections of provided text to identify the social and academic language characteristics of each.</p>	
		1.G.2	<b>Identify</b> phonemic, semantic, and syntactic variability between English and other languages.	<p><b><u>1.G.2: Curriculum Study Assignment:</u></b> <b>*View PowerPoint</b> <b>Read articles:</b> <i>The English Language and The Differences Between English and French.</i> <b>*Read Article:</b> <i>Home Language, School Language</i> by Action Alliance for Children <b>*Review: Teaching Reading Sourcebook Chpt 2:</b> English/Spanish Language Differences: Positive/Negative Transfer; Cognates <b><u>1.G.2: Formative Assessment:</u></b></p>	
	<p><b>Article:</b> <i>Home Language, School Language</i> by Action Alliance for Children</p>	2.G.5	<b>Demonstrate understanding</b> of similarities and differences between home language and second language reading development.		

<p><b>WIDA HOs: CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</b></p> <p><b>Article:</b> <i>Accessing Skill Toward Successful Writing Development</i></p> <p><b>Pink and Say</b> by Patricia Polacco</p> <p><b>Article:</b> <i>Speaking &amp; Listening in Content Area Learning-</i> Fisher &amp; Frey</p> <p><b>Videos:</b> Anita Archer's <i>Strategic Literacy Videos</i>; scoe.org</p> <p><b>Video:</b> Anita Archer's <i>Vocabulary Instruction for Kindergarten</i>; youtube.com</p> <p>FSA and FLKRS Date</p>			<p>*Using information provided from the articles, <b>identify</b> the most common errors that <b>cause</b> difficulty for ELLS learning English. <b>Identify</b> strategies and supports to use during instruction.</p> <p><b>2.G.5: Formative Assessment:</b></p> <p>*Create with partner/table group a brochure <b>explaining</b> the similarities and differences of home language while learning a second language, with a focus on the importance of honoring the home language. <b>Share brochures.</b></p>	
	1.G.3	<p><b>Understand</b> 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.</p>	<p><b>1.G.3: Curriculum Study Assignment;</b></p> <p>*View PowerPoint</p> <p>*Read <i>Reading 101 for English Language Learners</i></p> <p><b>1.G.3: Formative Assessment:</b></p> <p>*Discuss the 6 major components of reading and the barriers to reading <b>development for ELLS</b>, students of <b>poverty</b> and with learning <b>disabilities</b> and <b>dyslexia</b>.</p> <p>*Reflect and discuss your students with needs. <b>Where</b> and <b>why</b> does reading break down? <b>What</b> barriers need to be removed?</p>	
	2.G.1	<p><b>Apply</b> comprehensive instructional practices, including writing experiences that integrates the reading components. □</p>	<p><b>2.G.1: Curriculum Study Assignment;</b></p> <p>*View PowerPoint</p> <p>*Video: Anita Archer's <i>Strategic Literacy Videos; Clips #2 &amp; 6</i></p> <p><b>2.G.1: Formative Assessment:</b></p> <p>*Participants take notes on both videos, share and discuss with peers. Identify how they will apply the instructional practices that integrates writing and the reading components.</p>	<p>*Choose a literary <i>and</i> informational text that will be taught: <b>Have students individually</b> choose the <b>8</b> most important words to teach. <b>Students share</b> their 8 words with partners. <b>Partners compare</b> lists and <b>come to consensus</b> upon <b>8</b> words. Students <b>create only ONE</b> list of <b>8</b> words. <b>*Together students write</b> a 25 word or less summary of the passage utilizing the <b>8</b> words. <b>*Discuss the effectiveness of the activity.</b> Was students' vocabulary knowledge and comprehension enhanced? <b>Were</b> the written summaries comprehensive and conveyed the message of the text?</p>

		1.G.4	<b>Understand</b> the impact of oral language, writing, and an information intensive environment upon reading development.	<b>1.G.4: Curriculum Study Assignment:</b> <b>*View Videos:</b> Anita Archer's <i>Vocabulary Instruction for Kindergarten and Middle School Students</i> <b>1.G.4: Formative Assessment:</b> <b>*Participants</b> take notes on both videos, share and discuss with peers the following: identify the promotion of oral language in each video, the level of explicit instruction, how differentiate, how students were actively engaged and assessment completed during the lessons. <b>*Reflect: Respond</b> to the following: <b>How</b> does the learning environment <b>impact</b> reading development and comprehension? <b>How</b> does your classroom <b>support</b> oral language, writing and reading? <b>Are</b> there needed changes to your classroom? <b>Identify</b> the changes.	
		2.G.3	<b>Use</b> resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading). □	<b>2.G.3 &amp; 4: Curriculum Study Assignment:</b> <b>*Review articles, Sourcebook and portfolio artifacts</b> 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. <b>2.G.3 &amp; 4: Formative Assessment:</b> <b>*Reflect and Discuss: What</b> is an information intensive environment? <b>Describe how</b> your print and language rich classroom has 1) the students at the forefront 2) it is information intensive 3) provides for student selected books. <b>What</b> research-based guidelines do you <b>use</b> when creating a language, print and digital rich classroom?	
		2.G.4	<b>Use</b> 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.	<p><b>1.G.5: Curriculum Study Assignment;</b>  <b>*View PowerPoint</b>  <b>*Review:</b> Section VI Comprehension Fundamentals  <b>*Review following:</b>  Before, during, after strategies    Comprehension strategies    Metacognition    Click or Clunk  <b>1.G.5: Formative Assessment:</b>  <b>*Review:</b> Completed Study Guide for Section IV: Comprehension Fundamentals  <b>*Each</b> group creates a chart of comprehension monitoring strategies with steps to implement each. <b>Share.</b>  <b>*Each group selects</b> a content passage from a classroom textbook, <b>identify</b> the reading <b>demands</b>, areas of <b>challenge</b> (vocabulary, etc.) and <b>barriers for ELLS</b> and students with <b>disabilities</b>. <b>* Identify</b> the <b>supports needed</b> to ensure all students have access to the text.</p>	
		2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	<p><b>2.G.2: Curriculum Study Assignment;</b>  <b>*View PowerPoint</b>  <b>*Introduce</b> participants to the NY Times What's Going on In This Picture?  <b>HO:</b> Close Reading of Photos  <b>2.G.2: Formative Assessment:</b>  <b>*Facilitator Models</b> a close reading of a photo. <b>*Participants</b> take notes.  <b>Participants</b> practice in groups a close reading of photos lesson with provided photos.  <b>*Facilitator Models</b> a close reading lesson with text dependent questions from a selection of <i>Pink and Say</i>.  <b>*Participants</b> practice in groups a close reading text lesson with text dependent</p>	

**\*Choose** a photo and a short passage and **develop** a close reading lesson for **each**. **\*Teach** lesson.  
**\*Reflect** and **provide written analysis** of the **effectiveness** of the lesson.  
**\*Include** any **changes** you would make to future lesson.

				questions. <b>*Participants</b> discuss and reflect upon the benefits of close reading lessons.	
		1.G.6	<b>Understand</b> the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	<b><u>1.G.6 &amp; 2.G.6: Curriculum Study Assignment;</u></b>  <b>*Review</b> completed study guides for each chapter, articles and completed assignments.	<b>*Examine</b> 2 years of FSA and/or Reading for Kindergarten (FLKRS) state data for your class. <b>*Identify</b> areas of growth needed from <b>FSA or FLKRS</b> data from your class based. <b>*Summarize</b> changes from one year to the next, highlighting growth, declines, including student groups. <b>*Triangulate the data for ELLs and identify</b> the next steps required based on your students' strengths and needs to guide your instructional practice.  <i><b>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competencies..</b></i>  <i><b>*Complete and present case study for approval.</b></i>
		2.G.6	<b>Triangulate</b> 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	<p><b>What teachers need to know about assessment.</b> (Rudner, L.M. &amp; Schafer, W.D.)</p> <p><b>Florida Literacy and Reading Excellence Professional Papers</b> (Just Read Florida!, 2013)</p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p> <p>ESOL Testing <a href="http://www.apa.org/science/fairtestcode.html">http://www.apa.org/science/fairtestcode.html</a></p> <p><b>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.</b> (National Reading Panel</p>	3.1	<b>Understand and apply</b> measurement concepts and characteristics of reading assessments.	a. Participants will <b>administer</b> a diagnostic assessment, <b>analyze</b> this data along with progress monitoring data and FSA scores. b. Participants will <b>apply</b> data results to <b>create</b> a prescription for reading issues that are discovered	<p><b>*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.</b></p> <p>a. Participants will <b>complete</b> the Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 form, results of administered assessments, final case study turned in.</p> <p>b. In a "Pause and Reflect" journal, <b>answer</b> the question "What's next?"</p>
		3.2	<b>Understand</b> the purposes of various <u>informal assessments</u> (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	a. Participants will <b>view</b> a PowerPoint; participate in a discussion of various assessments both informal and formal available in each district. b. Participants will be <b>introduced</b> to "Assessing Reading Multiple Measures Revised 2 <sup>nd</sup> Edition." (CORE Literacy Training Series).	<p>a. Participants will <b>complete</b> multiple informal assessments (Cloze/Maze) that will include a running record and reading fluency measurement on a student.</p> <p>b. Participants will <b>fill</b> in a multidimensional fluency chart and miscue analysis form.</p> <p>c. Participants <b>collaborate</b> and <b>explain</b> the purpose of using informal assessments to match reader with text.</p>
		3.3	<b>Understand</b> the purpose of various formal assessments	Participants will be <b>presented</b> with various terms including norm	a. Participants will <b>self-assess</b> whether the words are Known, Unknown, Acquainted, through a <b>kinesthetic</b> activity requiring them to move to

	(NRP). (2000).		including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	referenced and criterion-referenced	different locations around the classroom depending on their experience level with the assessment terms. b. Participants will <b>complete</b> a chart that requires them to link the terms with county utilized assessments.	
	<b>Measure for Measure. A Critical Consumers Guide to Reading Comprehension Assessments for Adolescents.</b> (Leila Morsy, Harvard Graduate School of Education. Michael Kiefer, Teachers College, Columbia University. Catherine Snow, Harvard School of Education.)	3.4	<b>Understand</b> the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.	Participants will be <b>presented</b> with various terms including reliability, validity and standard error of measurement.	Participants will <b>self-assess</b> whether the words are Known, Unknown, Acquainted, through a <b>multisensory</b> activity requiring them to move to different locations around the classroom depending on their experience level with the assessment terms. b. Participants will <b>complete</b> a chart that requires them to link the terms with district utilized assessments.	
	<b>Guiding Tools for Instructional Problem Solving.</b> (Florida Department of Education, Bureau for Exceptional Education and Student Services) (2011).	3.5	<b>Demonstrate</b> 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 <b>presented</b> with various terms including quantitative and qualitative, screening, progress monitoring, diagnosis and outcome measures, to include the <i>DIBELS 8<sup>th</sup> Edition</i> to screen for reading disabilities to include Dyslexia.	Participants will self-assess whether the words are Known, Unknown, Acquainted, through a <b>multisensory</b> activity requiring them to move to different locations around the classroom depending on their experience level with the assessment terms. b. Participants will <b>complete</b> a chart that requires them to link the terms with county utilized assessments. c. Participants will <b>administer DIBELS 8<sup>th</sup> Edition</b> to screen for reading disabilities to include Dyslexia.	
	<b>Performance Assessment: A Key Component of a Balanced Assessment System.</b> (Douglas G. Wren, Ed.D, Assessment Specialist Department of Research Evaluation, and Assessment)	3.6	<b>Analyze</b> data to identify trends that indicate adequate progress in student reading development.	Participants will <b>analyze</b> Assessment Period (AP) 1 data, progress monitoring data and FSA data.	Participants will <b>identify</b> and <b>determine</b> the difference between their data scores results and <b>analyze</b> the score results that would indicate students making adequate yearly progress in reading	
	<b>Accommodations</b> ( <a href="http://www.fldoe.org/ese/fs_aasd/asp">http://www.fldoe.org/ese/fs_aasd/asp</a> )  <b>Florida Alternative Assessment</b> ( <a href="http://fldoe.fldoe.org/asp/alt_assessment.asp">http://fldoe.fldoe.org/asp/alt_assessment.asp</a> )	3.7	<b>Understand</b> how to use data within a systematic problem-solving process to	Participants will be <b>presented</b> with <i>Assessing Reading Multiple Measures Revised 3<sup>rd</sup></i>	Participants will <b>use</b> this book in <b>addition</b> to other instructor provided resources to <b>identify</b> students' strengths, needs, and recommendations after each assessment given.	

	<p><b>Basic reading inventory: Pre-primer through grade twelve and early literacy assessments.</b> (Johns, J.) (2001)</p> <p><b>Characteristics of Effective Assessment Portfolios.</b> (Adapted from Arter, J.S. and Spandel, V. (2002).)</p> <p><b>Using portfolios of student work in assessment and education.</b> (<i>Educational Measurement: Issues and Practice</i>, 11(1), 36-44.)</p>		differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).	<i>Edition.</i> (CORE Literacy Training Series). Participants will also receive instructor provided materials and guidance in a variety of reading strategies to <b>use</b> to support student growth and achievement.	b. Participants will <b>complete</b> a final case study of all these strengths needs and recommendations	
		3.8	<b>Identify</b> appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	Participants will be <b>presented</b> with <b>information</b> about portfolios as a progress monitoring tool. b. Participants will receive <b>guidelines</b> for both the elementary and secondary reading curriculums for Good Cause Exemption portfolios.	Participants will <b>identify</b> different measures and strategies for reading improvement <b>using</b> their Pause and Reflect journal, in <b>addition</b> to artifacts to include in students" GCE portfolios.	
		3.9	<b>Identify</b> interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	Participants will be <b>presented</b> with various <b>concerns</b> for each of the assessments when applied to ELL students.	In a "Pause and Reflect" journal, participants will <b>identify</b> issues of concern for each assessment when <b>applied</b> to ELL students.	
		3.10	<b>Identify</b> appropriate assessments and accommodations for monitoring reading progress of all students.	Participants will be <b>informed</b> of a number of reading assessments to <b>monitor</b> student progress. B. Participants will <b>use</b> the resource <i>Assessing Reading Multiple Measures Revised 2<sup>nd</sup> Edition</i> (CORE Literacy Training Series) to <b>identify</b> the <b>appropriate</b> assessment based on data.	Participants will <b>analyze</b> the results of a variety of reading measures (phonological awareness, fluency, running records, etc.) to <b>prescribe</b> fix-it strategies for students.  Participants will <b>review</b> assessments administered in Competencies 1 and 2 and case studies for further <b>analysis</b> .	
		3.11	<b>Identify</b> and	Participants will be	Participants will use their Pause and Reflect	

			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.	<b>presented</b> with various <b>scenarios to identify</b> concerns for each of the assessments when <b>applied</b> to students on an IEP or 504 Plan.	journal to <b>identify</b> issues of concern for each assessment when <b>applied</b> 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>

Note: An official college transcript for coursework that meets Competency 5 requirements applies to competencies 1 through 5.

## 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	<b><i>The Differentiated Classroom: Responding to the Needs of All Learners</i></b> (Tomlinson, 1999)  <b><i>Where Have All the Bluebirds Gone?</i></b> (Caldwell & Ford, 2002)  <b><i>Understanding ESL Learners: Moving Toward Cultural Responsiveness-A Guide for Teachers</i></b> (ESL Council of the Alberta Teachers' Association, 2007)	4.1	<b>Understand and apply</b> knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.	a. <b>Read</b> article "Socio-cultural, Social – Political, and Psychological Variables". b. Participants will <b>read</b> and have <b>dialogue</b> 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.	<b>*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.</b> a. <b>Demonstrate</b> understanding by reading and summarizing in their reflective journal. b. Participants will <b>describe</b> how they differentiate reading instruction for all students through class discussion. c. Participants will be asked to <b>pause and reflect</b> on how they <b>create</b> a culturally responsive classroom within their reading instruction.
	<b><i>Stages of English Language Acquisition</i></b> (Hill & Bjork, 2008)	4.2	<b>Understand</b> the stages of English language acquisition for ELLs and differentiate reading instruction for students at different levels of English language proficiency.	Participants will <b>read</b> and have <b>dialogue</b> with the facilitator and other participants about the theories of Second Language Acquisition.	<b>Jigsaw</b> groups will <b>present</b> the characteristics of the five language acquisition stages along with <b>how</b> to differentiate reading instruction for each level.
	<b><i>Overview of Second Language</i></b>	4.3	<b>Understand</b> and apply current theories of second language	"Reading Supports for All", by J. Fitzgerald and M.F. Graves, December	Participants will <b>read and discuss</b> the article "Action Research Case Study

<p><b>Acquisition Theory</b> (NREL, 2003)</p> <p><b>Cummins' Framework for Evaluating Language Demand in Content Activities</b> (Cummins, 1984)</p> <p><b>Differentiated Instruction for English Language Learners</b> (Coelho, 2012)</p> <p><b>Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classroom</b> (Blake &amp; Pope, p.59-67, 2008)</p>		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.	Project with ELL Student".
	4.4	<b>Identify</b> factors impeding student reading development in each of the reading components or the integration of these components.	<b>PowerPoint Activity:</b> 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.	<ul style="list-style-type: none"> <li>a. Participants <b>observe</b> and <b>record</b> reading behaviors during activity as a whole class.</li> <li>b. Participants will <b>chart</b> observations to <b>explain</b> the factors impeding student reading.</li> </ul>
	4.5	<b>Recognize how characteristics of both language and cognitive development impact reading proficiency.</b>	PowerPoint <b>identifies</b> the affecting reading comprehension.	<p>Participants will <b>reflect</b> on the factors that could <b>affect</b> students reading comprehension.</p> <ul style="list-style-type: none"> <li>a. <b>How</b> these factors manifest.</li> <li>b. <b>How</b> can teachers differentiate</li> </ul>
	4.6	<b>Recognize</b> the characteristics of proficient readers to more effectively differentiate instruction.	<b>Read</b> a class scenario: Differentiation in a Science Classroom.	<ul style="list-style-type: none"> <li>a. <b>Record</b> observations in the reflection log</li> <li>b. Class <b>Discussion</b></li> </ul>
	4.7	<b>Compare</b> language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities	Power Point Presentation that <b>outlines</b> the differences between successful and struggling readers in the area of word study, fluency, vocabulary and comprehension.	<b>Complete</b> chart that will delineate between struggling and successful readers and the strategies that they will use.
<p><b>Fluency: The Bridge from Decoding to Reading Comprehension</b> (Pikulski &amp; Chard, 2003)</p> <p><b>Summary of Big Ideas-Explicit Instruction</b> (Archer, 2010)</p> <p><b>Florida Literacy and Reading Excellence Professional Papers</b> (Just Read Florida!, 2013)</p>	4.8	<b>Select and use</b> developmentally appropriate materials that address sociocultural and linguistic differences.	Information provided via a PowerPoint that <b>addresses</b> the cognitive and reading developmental stages from birth through adulthood.	<ul style="list-style-type: none"> <li>a. <b>Read and reflect</b> with a written summary of session highlights by completing the questions provided.</li> <li>b. <b>Describe</b> the different theories and <b>how</b> they <b>apply</b> to differentiated instruction.</li> </ul>
	4.9	<b>Plan</b> for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for	<ul style="list-style-type: none"> <li>a. Power Point presentation that <b>addresses</b> the different scaffolding strategies by <b>planning</b> for more explicit and systematic instruction.</li> </ul>	<ul style="list-style-type: none"> <li>c. <b>Read and Reflect</b> on <b>how</b> to plan and implement centers that are <b>created using</b> assessment data and students' interest.</li> </ul>



	<p><b><i>“Reading Supports for All”</i></b>, (Fitzgerald &amp; Graves, p.68-71, 2005)</p> <p><b><i>The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom</i></b> (ASCD Facilitators’ Guide, p.198-202)</p>		individuals and small groups.	b. Participants <b>read</b> about <b>how</b> to embed assessment so that appropriate levels of instruction can be provided.	d. <b>Integrate <i>multisensory</i></b> components to <b>plan</b> instruction based on individual student needs.
		4.10	<b>Differentiate</b> reading instruction for English language learners with various levels of first language literacy.	PowerPoint Presentation that <b>addresses</b> the factors that <b>impede</b> development for ELL with various levels of first language literacy.	Participants will <b>work</b> in small groups to <b>develop</b> activities that will <b>target</b> factors impeding comprehension based on levels of first language literacy.
		4.11	<b>Scaffold</b> instruction for students having difficulty in each of the components of reading.	PowerPoint Presentation that includes <b>research</b> by “Graves and Braaten (1996) focusing on scaffolded instruction and how it is implemented in the classroom.	<p>a. Participants will <b>critique</b> sample lessons and <b>address</b> the level of support students need.</p> <p>b. Plans will be <b>revised</b> to <b>provide</b> explicit and systematic instruction.</p>
		4.12	<b>Implement</b> a classroom level plan for monitoring student reading progress and differentiating instruction.	PowerPoint Presentation will provide <b>information</b> on the data sources that can be collected in the classroom to <b>monitor</b> student reading progress.	In small groups, participants will <b>develop</b> a plan to monitor students’ progress <b>focusing</b> on fluency and comprehension.
		4.13	<b>Monitor</b> student progress and <b>use</b> data to differentiate instruction for all students.	PowerPoint Presentation will provide information on the <b>data sources</b> that can be collected in the classroom to <b>monitor</b> student reading progress.	In small groups, participants will <b>use</b> the plan they <b>developed</b> , and <b>discuss how</b> to collect data to <b>show</b> growth over time.
		4.14	<b>Implement</b> research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.	<p>a. Participants will <b>read</b> professional papers on, fluency, and reading Comprehension.</p> <p>b. PowerPoint Presentation on phonemic awareness (PA), phonics, oral language and vocabulary that <b>identifies</b> strategies that focus on differentiation in reading.</p>	<b>Create</b> an instructional plan that <b>targets</b> PA, phonics and oral language focusing on differentiated strategies that <b>ensure</b> that ELLs and students with disabilities are <b>supported</b> .
		4.15	<b>Implement</b> research-based instructional practices for developing students’ higher order thinking.	PowerPoint Presentation that <b>identifies</b> the different data sources that can be <b>used</b> to <b>develop</b> students higher order thinking skills.	<b>Implement</b> an instructional plan that <b>targets</b> higher order questioning techniques, <b>focusing on developing</b> students higher order thinking skills. Plan will include <b><i>multisensory</i></b> activities that <b>support</b> all learners.
		4.16	<b>Implement</b> research-based instructional practices for developing students’ ability to read critically.	Participants will <b>read</b> professional paper on reading comprehension to <b>identify</b> comprehension strategies that will assist teachers in identifying	<b>Design and implement</b> 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	<b>Implement</b> research-based instructional practices using writing to develop students' comprehension of text.	Participants will <b>read</b> professional papers that identify instructional practices that can be used in writing to develop student's comprehension.	<b>Design and implement</b> an instructional plan that focuses on vocabulary and comprehension that fosters the reading/writing connection.
		4.18	<b>Implement</b> 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 <b>addresses</b> the different <b>scaffolding</b> strategies by <b>planning</b> for more explicit and systematic instruction. <b>Embedding</b> assessment so that appropriate levels of instruction can be provided.	<b>Explain</b> how content, product, and/or process will be <b>differentiated</b> to meet students' needs <b>identified</b> in their IEP or 504 plans.
		4.19	<b>Modify</b> 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 <b>how to adapt</b> standards-based instruction based on students' individual needs. Also, it will provide an overview of the <i>Florida Alternative Assessment</i> .	<b>Explain</b> how curriculum can be <b>modified</b> 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>

*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	<b>Article:</b> <i>Role of Early Language in Literacy Development</i> : Shanahan & Lonigan  <b>Article:</b> <i>Five Components of Effective Oral Language Instruction</i>  <b>Teaching Reading Sourcebook: The Big Picture; MTSS for Reading Success</b> ; Chpt 5, <i>Phonological Awareness</i> ; Chpt 6, <i>Phonics</i>  <b>Article:</b> <i>Reading Rockets: Teacher Practices that Impact Reading Motivation</i>  <b>Teaching Reading Sourcebook: Section IV: Reading Fluency</b> ; Chpts 9 & 10, <i>Fluency Assessment &amp; Instruction</i>  <b>Teaching Reading Sourcebook: Section V: Vocabulary Introduction</b> ; Chpts 11-13, <i>Specific Word</i>	5.3	<b>Demonstrate</b> research-based instructional practices for developing <b>oral/aural language</b> development. ★	<b>Curriculum Study Assignment:</b> <b>5.3 - Read:</b> <i>Role of Early Language in Literacy Development</i> and <i>Five Components of Effective Oral Language Instruction</i> <b>Formative Assessment:</b> <b>5.3 - Demonstration</b> through <b>lesson plans</b> and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>oral/aural language</b> .	<b>*Participants maintained a portfolio for competencies 1-4 with lesson plans, reflections, student work, observation feedback and artifacts.</b> <b>*Participants will complete a portfolio for Competency 5.</b> <b>5.1; 5.3; 5.14 - Demonstration</b> through <b>use</b> of lesson plans and delivery of instruction that integrates multiple skills/strategies 1) for oral/aural language; 2) to motivate and engage students; 3) <b>use</b> of assessment and data analysis to guide instruction. <b>*Participants will demonstrate their job-embed understanding</b> of reading as a process and application of the principles of reading: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary through: <b>A)</b> 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>B)</b> Reflection Journal (RJ): What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? <b>C)</b> Data analysis of student work. <b>5.1; 5.3; 5.14:</b> 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
		5.1	<b>Use</b> assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★	<b>Curriculum Study Assignment:</b> <b>5.1 - Review:</b> <i>The Big Picture</i> <b>5.1 - Read:</b> <i>MTSS for Reading Success</i> <b>Formative Assessment:</b> <b>5.1 - Complete</b> a case study <b>using</b> pre/post assessments, monitoring, instructional practices, strategies, intervention and next steps to increase student learning. <b>5.1 - Demonstration</b> through <b>use</b> of assessment and data analysis to develop lesson plans and delivery of instruction that ensures an increase in student learning.	
		5.14	<b>Use</b> a variety of instructional practices to motivate and engage students in reading. ★	<b>Curriculum Study Assignment:</b> <b>5:14 - Read:</b> <i>Teacher Practices that Impact Reading Motivation</i> <b>5:14 - Review:</b> Competencies 1-4 for instructional practices, strategies and articles. <b>(See Portfolio)</b> <b>Formative Assessment:</b> <b>5.14 - Demonstration</b> through <b>use</b> of lesson plans and delivery of instruction that integrates multiple skills/strategies to	

<p><i>Instruction; Word-Learning Strategies; Word Consciousness</i></p> <p><b>Article:</b> IRIS Center: <i>Helping Students Become Independent Learners</i></p> <p><b>Teaching Reading Sourcebook: Section VI: Comprehension;</b> Chpts 14-15, <i>Literary Text &amp; Informational Text</i></p> <p><b>Article:</b> ASCD: <i>5 Ways to Develop Critical Thinking Skills</i></p> <p><b>Article:</b> Research Gate: <i>Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills</i></p> <p><b>Article:</b> ASCD: <i>Complex Text &amp; Disciplinary Text</i></p> <p><b>Article:</b> <i>Strategies to Help Students' Go Deep When Reading Digitally</i></p> <p><b>Article:</b> ILA: <i>Writing to Read: Evidence for How Writing Can Improve Reading</i></p> <p><b>Article:</b> <i>Explicit Writing Instruction –</i></p>			motivate and engage students in reading.	student work that demonstrates knowledge, effective instruction and analysis of <b>EACH INDICATOR</b> .
	5.4	<b>Demonstrate</b> research-based instructional practices for developing students' <b>phonological awareness</b> . ★	<p><b>Curriculum Study Assignment:</b>  <b>5.4 &amp; 5: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b>)  <b>5:4:Review:</b> Chpt 5, Phonological Awareness  <b>5:5:Review:</b> Chpt 6, Phonics  <b>Formative Assessment:</b>  <b>5.4 &amp; 5.5:</b>*<b>Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>phonological awareness and phonics</b>.</p>	<p>*<b>Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>phonological awareness and phonics</b>. *Teacher <b>observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b>.  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>*Identify</b> the <b>phonological awareness and phonics</b> practices included in the 3 case studies.</p>
	5.5	<b>Demonstrate</b> research-based instructional practices for developing <b>phonics</b> skills and word recognition. ★	<p><b>Curriculum Study Assignment:</b>  <b>5.4 &amp; 5: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b>)  <b>5:4:Review:</b> Chpt 5, Phonological Awareness  <b>5:5:Review:</b> Chpt 6, Phonics  <b>Formative Assessment:</b>  <b>5.4 &amp; 5.5:</b>*<b>Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>phonological awareness and phonics</b>.</p>	

<p>Jocelyn Seamer</p> <p><b>Article:</b> <i>Academic Language &amp; ELLs: What teachers need to know</i></p> <p><b>Article:</b> <i>Reading 101 for English Language Learners</i></p> <p><b>Teaching Reading Sourcebook:</b> Chpt 2; <i>Structure of Spanish</i></p>	5.6	<b>Demonstrate</b> research-based instructional practices for developing reading <b>fluency</b> and reading endurance. ★	<p><b>Curriculum Study Assignment:</b>  <b>5.6:Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b>)  <b>Review:</b> Section IV: Reading Fluency; Chpts 9 &amp; 10, Fluency Assessment, completed study guides and research-based instructional practices.  <b>5.6: Formative Assessment:</b>  <b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>fluency</b>.</p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>fluency</b>.  <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b>.  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>*Identify</b> the <b>fluency</b> practices included in the 3 case studies.</p>
	5.8	<b>Demonstrate</b> research-based instructional practices to facilitate students' monitoring and self-correcting in reading. ★	<p><b>Curriculum Study Assignment:</b>  <b>5.8: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b>)  <b>Article:</b> <i>Research Gate: Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills</i>  <b>Article:</b> <i>ASCD: 5 Ways to Develop Critical Thinking Skills</i>  <b>Formative Assessment:</b>  <b>5.8: *Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>monitoring and self-correcting in reading</b>.</p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>monitoring and self-correcting in reading</b>.  <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b>.  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>*Identify</b> the practices included in the 3 case studies.</p>
	5.7	<b>Demonstrate</b> research-based instructional practices for developing both academic and domain specific <b>vocabulary</b> . ★	<p><b>Curriculum Study Assignment:</b>  <b>5.7: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b>)  <b>Review:</b> Section V: Vocabulary Introduction; Chpts 11-13 for research-based instructional practices for academic and domain specific vocabulary.  <b>Read:</b> <i>IRIS Center: Helping Students</i></p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies to develop both academic a domain specific <b>vocabulary</b>.  <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and</b></p>

			<p><i>Become Independent Learners: Self-monitoring, self-instruction, goal-setting and self-reinforcement.</i></p> <p><b>Formative Assessment:</b>  <b>5.7: *Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies to develop both academic a domain specific <b>vocabulary</b>.</p>	<p><b>evaluated by district personnel, principal and/or reading coach.</b>  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>Identify</b> the <b>vocabulary</b> practices included in the 3 case studies.</p>
	5.2	<b>Demonstrate</b> research-based instructional practices for facilitating reading <b>comprehension</b> . ★	<p><b>Curriculum Study Assignment:</b>  <b>5.2; 5.9; 5.10; 5.11: Review:</b> Section VI: Comprehension  <b>Groups Read: Assigned Articles</b> 5 Ways to Develop Critical Thinking Skills;  <i>Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills; and Complex Text &amp; Disciplinary Text Strategies to Help Students' Go Deep When Reading Digitally</i>  <b>Review:</b> Letting Text Take Center Stage – Shanahan and Competencies 1-4 for instructional strategies. <b>(See Portfolio)</b>  <b>Formative Assessment:</b>  <b>5.2; 5.9; 5.10; 5.11:</b>  <b>*Each group</b> charts key points/findings and implications for instruction of their assigned readings. Share with each group.  <b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>comprehension, promotes higher order thinking and read critically, while differentiating</b>.</p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>comprehension, promotes higher order thinking and read critically, while differentiating</b>.  <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach.</b>  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>Identify</b> the <b>comprehension, higher order thinking and read critically</b> practices included in the 3 case studies.</p>
	5.9	<b>Demonstrate</b> research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. ★		
	5.10	<b>Demonstrate</b> research-based instructional practices for developing students' ability to read critically. ★		
	5.11	<b>Demonstrate</b> differentiation of instruction for all students utilizing increasingly complex print and digital text. ★		
	5.13	<b>Create</b> an information intensive environment that includes print and digital text.	<p><b>Curriculum Study Assignment:</b>  <b>5.13: Review:</b> Competencies 1-4 for instructional strategies and print and digital articles. <b>(See Portfolio)</b>  <b>Article:</b> <i>Strategies to Help Students' Go Deep When Reading Digitally</i>  <b>Formative Assessment:</b>  <b>5.13: List</b> strategies that are identified that</p>	<p><b>Demonstration</b> through lesson plans that includes both <b>complex &amp; digital print text</b> that includes differentiated instruction.  <b>Include photos</b> of their <b>intensive environment</b> to showcase the print and digital text rich environment, including titles of texts.</p>



			help students go deeper with digital text. <b>*Demonstration</b> through lesson plans that includes both <b>complex &amp; digital print text</b> that includes differentiated instruction.	
	5.15	<b>Demonstrate</b> intentional, explicit, systematic <b>writing</b> instruction as it relates to the ability to read written language. ★	<b>Curriculum Study Assignment:</b> <b>5.15: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b> ) <b>Read:</b> <i>Writing to Read: Evidence for How Writing Can Improve Reading and Explicit Writing Instruction</i> <b>Formative Assessment:</b> <b>5.15: *Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>writing instruction</b> .	<b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>writing instruction</b> . <b>*Provide analysis of writing samples</b> from students as it relates to reading. <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b> . <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? <b>*Identify the writing practices&amp; samples</b> in the 3 case studies.
	5.12*	<b>Demonstrate</b> skill in assessment and instruction with <b>English language learners</b> from diverse backgrounds and at varying English proficiency levels. ★	<b>Curriculum Study Assignment:</b> <b>5.12: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b> ) <b>Review:</b> <i>Academic Language &amp; ELLs: What teachers need to know</i> <b>Review:</b> <i>Reading 101 for English Language Learners</i> <b>Review:</b> <i>Chpt 2; Structure of Spanish</i> <b>Formative Assessment:</b> <b>5.12: *Demonstration</b> through lesson plans and delivery of instruction that integrate multiple skills/strategies & observations/video of <b>instruction with ELLs to enhance reading and English acquisition</b> .	<b>*Develop lessons</b> with multiple research-based <b>ELL strategies and accommodations</b> . <b>Provide</b> rationale for strategies chosen. Include a <b>WIDA portrait</b> of an ELL student. <b>*Demonstration</b> through lesson plans and delivery of instruction that integrate multiple skills/strategies & observations/video of <b>instruction with ELLs to enhance reading and English acquisition</b> . <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b> . <b>*Identify the ELL practices, strategies and accommodations</b> included in the 3 case studies. <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction?

					<p>Effective vs ineffective? Student level of engagement/assessment?</p> <p><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></p> <p><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></p> <p><i>*Complete and present the 3 case studies for review and approval.</i></p> <p><i>*Participants complete and present all assigned reflections.</i></p>
--	--	--	--	--	--

**Note:** An official college transcript for coursework that meets Competency 5 requirements applies to competencies 1 through 5.



**This page intentionally left blank.**

**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 (PDA)**





## **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

## **BATTELLE DEVELOPMENTAL INVENTORY 2<sup>ND</sup> EDITION (BDI-2) TRAINING MODULE (PDA)**

Professional Development Alternatives (PDA)

**COMPONENT IDENTIFIER NUMBER: 4-102-006**

Minimum/Maximum Inservice Points: 10/10

### **TARGET GROUP**

Developed by the Florida Department of Education as an online learning experience, this module is designed to provide easy-to-access training for staff members who have the responsibility to assess children found eligible for the Early Steps program (birth to 2) or Pre-K Exceptional Student Education program (ages 3-6) using the BDI-2 for the purposes of collecting data for child outcome measurement, as indicated in APR Indicator 7. This component is intended to be completed in its entirety. No partial credit will be granted.

### **GENERAL OBJECTIVES**

The focus of this module will be to provide information on the child outcomes measurement system and support development of skills in assessment and scoring of the BDI-2.

### **SPECIFIC OBJECTIVES**

- Identify Florida's requirements for reporting data to measure outcomes of special services for children with disabilities.
- Identify five domains of child development and describe skills included in each.
- Identify accommodations which are allowable (as stated in the BDI-2 Examiner's Manual) for children with unique needs.
- Identify three administration procedures and indicate their appropriate use.
- Recognize the definitions, importance, and use of basal, ceiling, and starting point items during administration and scoring.
- Identify the subdomains contained in the domain areas of Adaptive, Personal-Social, and Communication.
- Identify important checkpoints to ensure accuracy of reporting.

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

1. Identify Florida's requirements for reporting data to measure outcomes of special services for children with disabilities and relate those requirements to specific components of the Battelle Developmental Inventory 2<sup>nd</sup> Edition (BDI-2)
2. Identify appropriate scores to be assigned based scoring criteria listed in BDI-2 Domain Test Books and on observations and/or descriptions of child's performance on BDI-2 test items
3. Calculate scores for the administration of the BDI-2 following manual guidelines for starting points, basal, ceiling, and calculation of raw scores.

4. Complete a checklist to verify the accuracy of administration and scoring of BDI-2.

### **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-** Accessing a link to view implementation videos and complete the accompanying objective assessment.

**Option 2-** Being observed by an official BDI-2 Train the Trainer while administering and scoring one or more domains of the BDI-2.

**Option 3-** Videotaping self while administering one or more domains of the BDI-2 and verified by an official BDI-2 Train the Trainer.

Verification of completed follow-up activities 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.

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

AGS Publishing. (2015). *AGS – Chronological age calculator*

<http://www1.appstate.edu/~wertsmg/AGS%20Publishing%20-%20Chronological%20Age%20Calculator.htm>

American Academy of Pediatrics. (2015). *Preschool growth and development. Healthy Children*

<https://www.healthychildren.org/>

Banks, Ronald. (2003). Discovering family concerns, priorities and resources: Sensitive family information gathering. *Young Exceptional Children*, 6(2), 11-19. Retrieved from

[http://www.floridahealth.gov/alternatesites/cms-kids/providers/early\\_steps/training](http://www.floridahealth.gov/alternatesites/cms-kids/providers/early_steps/training)

*BDI-2 Data Manager*, Riverside Publishing, <https://riversidepublishing.com> and

<https://www.bdi2datamanager.com>

Bliss, S. (2007). Test reviews: Battelle Developmental Inventory, Second Edition, Itasca, IL: Riverside Publishing. *Journal of Psychoeducational Assessment*, 25(4), 409-415. Retrieved from

<http://jpa.sagepub.com/content/early>

Burns, Deborah & Corso, Robert. (2001). Working with culturally & linguistically diverse families. *ERIC Clearinghouse on Elementary and Early Childhood Education*, Retrieved from

[http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early\\_steps/training/documents](http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early_steps/training/documents)

Centers for Disease Control and Prevention. (2008). *Bright Futures: Guidelines for health and supervision of infants, children, and adolescents*. Retrieved from <http://www.childhealth-explanation.com/developmental-domains>.

Centers for Disease Control and Prevention. (2009). *Caring for your baby and young child: Birth to age 5*. Retrieved from <http://www.cdc.gov/ActEarly>

Centers for Disease Control and Prevention. (2007). *Track your child's developmental milestones: Learn the signs, act early*.

[http://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/trackchildsdevmilestoneseng.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/trackchildsdevmilestoneseng.pdf)

Children's Medical Services. (August 2012). *Infant Toddler Development Training. Module 1 (Infant toddler development), Module 3 (Observation and assessment), Module 5 (Partnerships and alliances with families and the community).*, Florida Department of Health. Retrieved from

[http://www.floridahealth.gov/alternatesites/cms-kids/providers/early\\_steps/training/itds/](http://www.floridahealth.gov/alternatesites/cms-kids/providers/early_steps/training/itds/)

- Children's Medical Services, Florida Department of Health. (August 2012). *Infant toddler development training. Module 3 (Observation and assessment)*. Retrieved from [http://www.floridahealth.gov/alternatesites/cms-kids/providers/early\\_steps/training](http://www.floridahealth.gov/alternatesites/cms-kids/providers/early_steps/training)
- Department of Health, State of Florida. (2004). *Your child's growth and developmental steps from birth to 36 months*. Produced and distributed by Early Steps, Florida's Early Intervention System, American Academy of Pediatrics, Department of Pediatrics University of Florida, and the Florida Diagnostic and Learning Resources System. Retrieved from [http://www.floridahealth.gov/alternatesites/cms-kids/families/early\\_steps/documents/growth\\_dev\\_chart.pdf](http://www.floridahealth.gov/alternatesites/cms-kids/families/early_steps/documents/growth_dev_chart.pdf)
- Epstein, A. S. & Schweinhart, L. J. (June 2008). *Preschool assessment: A guide to developing a balanced approach*. National Institute for Early Education Research. Retrieved from <http://nieer.org/resources/factsheets/12.pdf>
- First 5 Commission of San Diego. (2011). *How kids develop*. <http://www.howkidsdevelop.com/>
- Florida Department of State Administrative Code and Administrative Register. (2013). *Florida Rule 6A-6.03026 Florida Administrative Code: Special programs for prekindergarten children with disabilities*. Retrieved from: <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1062846&type=1&file=6A-6.03026.doc>
- Florida Department of State Administrative Code and Administrative Register. (2009). *Florida Rule 6A-6.03027 Florida Administrative Code: Special programs for children three through five years old who are developmentally delayed*. Retrieved from <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1062943&type=1&file=6A-6.03027.doc>
- Florida Institute of Education, Partnership for School Readiness, (2004). *Birth to three screening and assessment resource guide*. Florida Children's Forum, Retrieved from <https://www.unf.edu/uploadedFiles/aa/fie/resource.pdf>
- Harvard Family Research Center. (2013). Ferrel, Jamie. *Family engagement and children with disabilities: A resource guide for educators and parents*. Harvard Family Research Project, Retrieved from <http://hfrp.org>
- Head Start, Office of the Administration for Children and Families. (2013). *Family engagement as parent involvement. Parent, Family, and Community Engagement*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/>
- Head Start – Office of the Administration for Children and Families. (June 2011). *Understanding and choosing assessments and developmental screeners for young children ages 3-5: Profiles of selected measures*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment>
- Home Speech Home. (2015). *Chronological age calculator: One simple step*. <http://www.home-speech-home.com/chronological-age-calculator.html>

- Hurth, J.L. & Goff, P. (2002). *Assuring the family's role on the early intervention team: Explaining rights and safeguards*. National Early Childhood Technical Assistance Center. University of North Carolina at Chapel Hill, NC: Retrieved from <http://www.nectac.org/~pdfs/pubs/assuring.pdf>
- National Association for the Education of Young Children. (2008). *Guide to assessment in early childhood infancy to age eight*. Retrieved from <http://www.k12.wa.us/EarlyLearning/GuideAssess.aspx>
- National Association for the Education of Young Children. (2005). *NAEYC Code of ethical conduct and statement of commitment*. <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>
- National Association for the Education of Young Children. (2015). *NAEYC for families: Learning & development. (articles adapted from various journals)*.. <http://families.naeyc.org/learning-and-development>
- Nemours Children's Health System. (2015). *Kids' health: Growth and development*. <http://kidshealth.org/parent/growth/>
- Newborg, J. (2005). Battelle Developmental Inventory, 2nd Edition, Examiner's Manual. Itasca, IL: Riverside Publishing.
- Pearson Assessment, Pearson Education Limited. (2015). *Chronological age calculator*. <http://images.pearsonclinical.com/images/ageCalculator/ageCalculator.htm>
- PBS Parents. (2015). *Child development tracker*. <http://www.pbs.org/parents/child-development/>
- Shackelford, J. (2002). *Informed clinical opinion*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center. Retrieved from <http://www.nectac.org/pubs/>.
- Technical Assistance and Training System. (2013). *BDI-2 Data Manager™: Guide to use for the Florida Birth-to-Five Child Outcomes Measurement System*. State of Florida, Department of Education, Bureau of Exceptional Education and Student Services [http://www.tats.ucf.edu/docs/COMSM/DataManager\\_Guide\\_for\\_the\\_Florida\\_Birth-to-Five\\_Child\\_Outcomes\\_Measurement\\_System.pdf](http://www.tats.ucf.edu/docs/COMSM/DataManager_Guide_for_the_Florida_Birth-to-Five_Child_Outcomes_Measurement_System.pdf)
- Technical Assistance and Training System. (February 2013). *Before you begin a BDI-2 assessment*. TATS South/Southwest Region Assessment Workgroup (staffs of South/Southwest Region Early Steps Program (LES), Prekindergarten Program for Children with Disabilities (LEA), and TATS facilitators
- Technical Assistance and Training System. (November 2009). *Evaluation and assessment. eUpdate. Accommodations to consider when using the Battelle Developmental Inventory, 2nd Edition (BDI-2) for children with disabilities*. Retrieved June 10, 2008, from [www.nectac.org/~pdfs/pubs/earlyidmini.pdf](http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf)
- Technical Assistance and Training System. (May 2009). *Evaluation and Assessment of Young Children. eUpdate. Overview of the Battelle Developmental Inventory-2*. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (January 2010). *Evaluation and Assessment. eUpdate. Using Battelle Developmental Inventory, 2nd Edition (BDI-2) assessment data to develop the*

- Individual Educational Plan (IEP). Retrieved January 2010 from [www.nectac.org/~pdfs/pubs/earlyidmini.pdf](http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf)
- Technical Assistance and Training System. (May 2009). *Flowchart and decision rules for entry and exit for child outcomes assessments*. Florida Department of Education/Florida Department of Health Working Document. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. *Frequently asked questions related to the Florida Child Outcomes Measurement System (FCOMS)*. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (February 2006). Guiding principles in developing Florida's System for Measuring Child and Family Outcomes of Early Steps and Preschool Special Education and Related Services. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (July 2014). *History and overview of the Child Outcomes Measurement System in Florida*. Retrieved from [www.tats.ucf.edu/outcomes.cfm](http://www.tats.ucf.edu/outcomes.cfm)
- Technical Assistance and Training System. *Module 2 of videos on the BDI-2* by Volusia County Schools <http://tats.ucf.edu/VolusiaVideos.cfm?id=2>
- Technical Assistance and Training System. (May 2010). *Quality assessments: BDI-2 training assessment model*. Southwest Region: Florida Early Steps and Collier County Schools. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (October 2013). *Revisions to guidance on use of the BDI-2 Screening Test in Florida's Child Outcomes Measurement System*. Florida Department of Health, Children's Medical Services, Early Steps State Office, and Prekindergarten Program for Children with Disabilities, Florida Department of Education, Bureau of Exceptional Education and Student Services (fldoe.org). Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (2015). *Tip sheets for domains of Battelle Developmental Inventory – 2<sup>nd</sup> Edition*. TATS South/Southwest Region Assessment Workgroup (staffs of South/Southwest Region Early Steps Program (LES), Prekindergarten Program for Children with Disabilities (LEA), and TATS facilitators)
- Technical Assistance and Training System. (2015). *Video examples of BDI-2 items*. TATS South/Southwest Region Assessment Workgroup (staffs of South/Southwest Region Early Steps Program (LES), Prekindergarten Program for Children with Disabilities (LEA), and TATS facilitators)
- Texas A&M, AgriLife Extension. (October 2012). *BDI and eligibility: The mythbusters*. Texas Department of Family and Protective Services. Retrieved from <http://infanttoddler.tamu.edu/courses/ChildCareProviders>



United States Department of Education. (2002). *Parents: Prepare my child for school. Healthy Start, Grow Smart Series.*

<http://www2.ed.gov/parents/earlychild/ready/healthystart/index.html>

University of New Mexico, Center for Development and Disability. (2001). *Tips for writing family- centered reports.* Retrieved from <http://www.newassessment.org/Public/>

## 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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.3.3., 3.1.5., 3.1.7.
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3.
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

## **DEVELOPMENTALLY APPROPRIATE PRACTICES IN INCLUSIVE PRE-K SETTINGS - PDA**

**COMPONENT IDENTIFIER NUMBER: 2-100-017**

**Maximum Inservice Points: 10/10**

**Course Description:** *Developmentally Appropriate Practices in Inclusive Pre-K Settings* 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.

This course focuses on the development of instructional strategies based on observations, progress monitoring, and information gained from both the Florida Early Learning and Developmental Standards (FELDS) and students' Individual Education Programs (IEP's). Additionally, information and resources are provided to assist teachers in optimizing teaching and learning using Universal Design for Learning which establishes a framework for addressing the needs of all children in a program or classroom. In addition, this course emphasizes collaboration of general education teachers, exceptional education teachers, service providers, and families to develop and implement support strategies consistently.

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, including the framework of Universal Design for Learning for addressing the needs of all children in a program or classroom.
- d. Collaboration of general educators, exceptional education teachers, service providers, and families to develop and implement support strategies consistently.

**The content has been organized around seven topics:**

1. Overview of inclusion
2. Overview of programs and services
3. Developing a supportive classroom
4. Supporting communication
5. Supporting social, emotional, and behavioral development
6. Supporting adaptive and motor skills
7. Collaboration with family and staff

Within these seven topics are 27 objectives to be demonstrated by those who successfully complete the course. Objectives reference the following:

- Florida Department of Education Office of Early Learning (2017). Best practices in inclusive early childhood education (BPIECE). Retrieved from

[http://flbt5.floridaearlylearning.com/docs/BPIECE%20for%20Directors%20FINAL\\_ADA.pdf](http://flbt5.floridaearlylearning.com/docs/BPIECE%20for%20Directors%20FINAL_ADA.pdf)

- Florida Department of Education Office of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from <http://flbt5.floridaearlylearning.com/>
- 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>
- National Association for the Education of Young Children (NAEYC), *UDL from NAEYC* - <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/08/ConnPowersBTJ.pdf>
- Early Childhood Technical Assistance Center and National Center for Pyramid Model Innovations (2007) *Early care and education environment indicators and elements of high-quality inclusion*. Retrieved from <https://ectacenter.org/topics/inclusion/indicators-ece.asp>
- Florida Department of Education Office of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from <http://flbt5.floridaearlylearning.com/>

### **Specific Objectives:**

#### **Topic 1: Overview of Inclusion**

- Recognize the federal and state regulations for educating preschool children with disabilities to the maximum extent with non-disabled peers (who do not have IEPs)
- Recognize the components pertinent to programs for students ages 3-5 with disabilities included in the State Performance Plan and Annual Performance Review and the Florida Department of Education Strategic Plan
- Understand how inclusive practices positively impact learning outcomes for preschool children.

#### **Topic 2: Overview of Programs and Services**

- Understand the processes involved in screening, evaluation, eligibility, and service delivery involved in special education.
- Recognize opportunities for both general education and special education services for pre-k students.
- Recognize characteristics exhibited by young children with delays and disabilities.
- Identify resources for information about child development, screening, and early childhood services.

#### **Topic 3: Developing a Supportive Classroom**

- Understand the basis for establishing developmentally appropriate practices (DAP) in early childhood classrooms.
- 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



- Understand methods for gaining information about expectations, activities, and supporting individual needs from resources such as Florida Early Learning and Developmental Standards (FELDS) and students' Individual Education Programs (IEP's)
- Identify steps on the continuum of types and levels of support that might be developed to support children in routines and activities.

#### Topic 4: Supporting Communication

- Describe the differences in characteristics of aspects of communication such as receptive and expressive language, speech impairment, and language disorder.
- Identify factors that may influence communication skills of students acquiring English as a second language.
- Identify supports and accommodations that can support students with communication challenges in Pre-K.
- Identify the impact of communication delays and disabilities on other domains.

#### Topic 5: Supporting Social, Emotional, and Behavioral Development

- Identify the impact of social delays on children's functioning within a preschool classroom setting.
- Understand the importance of facilitating child-adult interactions in a way to develop a nurturing and safe environment.
- Recognize strategies that should be implemented to support students in social interactions and social problem-solving.
- Identify skills to teach and strategies to support children in the development of self-regulation.
- Identify supports and accommodations that can be helpful for children with social, emotional, and behavioral challenges.

#### Topic 6: Supporting Adaptive and Motor Skills

- Identify age-appropriate skills for preschool children related to self-care.
- Identify age-appropriate skills for preschool children related to personal responsibility.
- Identify strategies and accommodations to promote adaptive skill development for students with special needs in the preschool program.
- Recognize strategies to assist students who have motor difficulties with increasing their participation in motor activities.

#### Topic 7: Collaboration with Family and Staff

- Describe the importance and benefits of family engagement in the learning process for all children.
- Identify specific methods for building relationships and improving communication with families.
- Describe ideas for collaborating with therapists, service providers, and classroom staff to coordinate lessons and implement supports consistently.

**Professional Learning Delivery, Implementation, and Evaluation:**

To earn credit, participants must complete a minimum of seven “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 activities 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 strategies related to supporting children in inclusive Prekindergarten settings, 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

## **DIFFERENTIATING MATHEMATICS INSTRUCTION (PDA)**

Professional Development Alternatives (PDA)

**COMPONENT IDENTIFIER NUMBER: 2-100-005**

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 in into the assessment/instructional process

14. Develop learning and assessment activities to meet student needs and their level of understanding (C-R-A).
15. Identify various types of flexible grouping structures.
16. Purposefully group students based on sound rationale informed by pre-assessment and continuous whole-class assessment data.
17. Set appropriate and precise learning goals for groups in order to plan appropriate flexible mathematics group learning activities.
18. Integrate continuous assessment with flexible groups.
19. Use 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

#### **References:**

- Agenda for Action: Measuring Success. Recommendation 5: The Success of Mathematics Programs and Student Learning Must Be Evaluated by a Wider Range of Measures than Conventional Testing. (n.d.). Retrieved August 20, 2009, from <http://www.nctm.org/standards/content.aspx?id=17284>
- Allan, S. D., & Tomlinson, C. A. (2000). Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Allen, C., Ferguson, S., Gadd, J., Koch, L., Kravin, D., Lambdin, D., & Rasmussen, M. (2001). Mathematics assessment: A practical handbook for grades 3-5. Reston, VA: The National Council of Teachers of Mathematic
- Allsopp, D. H. (1997). Using classwide peer tutoring to teach beginning algebra problem- solving skills in heterogeneous classrooms. Remedial and Special Education, 16(6), 367-379.

- Allsopp, D. H. (1999). Using modeling, manipulatives, and mnemonics with eighth- grade math students. *Teaching Exceptional Children*, 32(2), 74-81.
- Allsopp, D. H., Kyger, M. M., & Lovin, L. H. (2007). *Teaching mathematics meaningfully: Solutions to reaching struggling learners*. Baltimore, MD: Brookes Publishing.
- Allsopp, D., Kyger, M., Lovin, L., Garretson, H., Carson, K., & Ray, S. (2008). Mathematics dynamic assessment: Informal assessment that responds to the needs of struggling learners in mathematics. *Teaching Exceptional Children*, 40(3), 6-16.
- Baker, S., Gersten, R., & Lee, D. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. *The Elementary School Journal*, 103, 51-73.
- Baroody, A. (1987). *Children's mathematical thinking*. New York: Teachers College Press.
- Beirne-Smith, M. (1991). Peer tutoring in arithmetic for children with learning disabilities. *Exceptional Children*, 57(4), 330-337.
- Bender, W. (2002). *Differentiating instruction for students with learning disabilities*. Thousand Oaks, CA: Corwin Press.
- Benjamin, A. (2002). *Differentiated instruction: A guide for middle and high school teachers*. Larchmont, NY: Eye on Education.
- Benjamin, A. (2005). *Differentiated instruction using technology*. Larchmont, NY: Eye on Education.
- Benson, B., & Barnett, S. (1999). *Student-led conferencing using showcase portfolios*. Thousand Oaks, CA: Corwin Press.
- Berkas, N., & Pattison, C. (2007). Manipulatives: More Than a Special Education Intervention. NCTM News Bulletin. Retrieved August 20, 2009, from <http://www.nctm.org/news/content.aspx?id=12698>
- Black, P., & William, D. (2001). *Inside the black box: Raising standards through classroom assessment*. King's College London School of Education.
- Black, P., Harrison, C., & Lee, C. (1999). *Assessment for learning: Putting it into practice*. New York, NY: Open University Press.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). *The nature and value of formative assessment for learning*. King's College London School of Education.
- Blaz, D. (2008). *Differentiated assessment for middle and high school classes*. Larchmont, NY: Eye on Education.
- Boston, C. (2002). The concept of formative assessment. *Practical Assessment, Research and Evaluation*, 8(9).
- Brandt, R. (1985). On teaching and supervising: A conversation with Madeline Hunter. *Educational Leadership*, 45(5), 61-66.

- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Burke, K. (2005). *How to assess authentic learning* (4<sup>th</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Burns, M. (1996, April). How to make the most of math manipulatives. *Instructor*, 45-50.
- Burns, M. (2010). Snapshots of Student Misunderstandings. *Educational Leadership*, 67(5), 18-22.
- Calhoun, B., and Fuchs, L. (2003). The effects of peer-assisted learning strategies and curriculum-based measurement on the mathematics performance of secondary students with disabilities. *Remedial and Special Education*, 24, 235-245.
- Center for Teaching. Vanderbilt University. Cooperative learning. Retrieved from [http://www.vanderbilt.edu/cft/resources/teaching\\_resources/activities/cooperative.htm](http://www.vanderbilt.edu/cft/resources/teaching_resources/activities/cooperative.htm).
- Chapman, C., & King, R. (2005). *Differentiated assessment strategies: One tool doesn't fit all*. Thousand Oaks, CA: Corwin Press.
- Clabaugh, G. K. (2009). The Educational Theory of Jerome Bruner: Retrieved August 13, 2009, from <http://www.newfoundations.com/GALLERY/Bruner.html>
- Concrete-Representational-Abstract Instructional Approach. (n.d.). Retrieved August 15, 2009, from [http://www.k8accesscenter.org/training\\_resources/documents/CRAApplicationFinal\\_000.pdf](http://www.k8accesscenter.org/training_resources/documents/CRAApplicationFinal_000.pdf)
- Coil, C. (2004). *Standards-based activities and assessments for the differentiated classroom*. Marion, IL: Pieces of Learning.
- Coil, C., & Merritt, D. (2001). *Solving the assessment puzzle*. Marion, IL: Pieces of Learning.
- Concrete-Representational-Abstract Instructional Approach. (n.d.). Retrieved October 25, 2009, from <http://www.air.org/project/access-center-improving-outcomes-all-students-k-8>.
- Davies, A. (2000). *Seeing the results for yourself: A portfolio primer*. Courtenay, British Columbia, Canada: Classroom Connections International.
- Difficulties with Mathematics: What can stand in the way of a student's mathematical development? [Television series episode]. (2002). In *Misunderstood Minds Series*. Public Broadcasting System. Retrieved August 10, 2009, from <http://www.pbs.org/wgbh/misunderstoodminds/mathdiffs.html>
- Dynamic mathematics assessment. (n.d.). Retrieved September 2, 2009, from <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=instruction&section=main&subsection=math/dynamicassessment>
- Ellis, E., Gable, R. A., Gregg, M., & Rock, M. L. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, 52(2), 31-47.
- Fair Test. (2006). *The value of formative assessment*. Cambridge, MA: National Center for Fair and Open Testing.

- Fisher, D., & Frey, N. (2007). ). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Forsten, C., Grant, J., & Hollas, B. (2002). Differentiated instruction: Different strategies fo different learners. Peterborough, NH: Crystal Springs Books.
- Forsten, C., Grant, J., & Hollas, B. (2003). Differentiating textbooks. Peterborough, NH: Crystal Springs Books.
- Fuchs, L. S., Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. D., & Hamlett, C. L. (2005). The prevention, identification, and cognitive determinants of math difficulty. *Journal of Educational Psychology*, 97, 493-513.
- Garnett, K. (1998). Math learning disabilities. Division for Learning Disabilities Journal of CEC. Retrieved August 3, 2009, from [http://www.ldonline.org/article/Math\\_Learning\\_Disabilities](http://www.ldonline.org/article/Math_Learning_Disabilities)
- Gersten, R., & Chard, D. J. (2001). Number sense: Rethinking arithmetic instruction for students with mathematical disabilities. *The Journal of Special Education*, 44, 18-28. Retrieved August 1, 2009, from [http://www.ldonline.org/article/Number\\_Sense:\\_Rethinking\\_Arithmetic\\_Instruction\\_for\\_Students\\_with\\_Mathematical\\_Disabilities](http://www.ldonline.org/article/Number_Sense:_Rethinking_Arithmetic_Instruction_for_Students_with_Mathematical_Disabilities)
- Glanfield, F., Aitken, N., Joyner, J., Midgett, C., Simpson, S., & Thompson, C. (2003). Mathematics assessment: A practical handbook for grades K-2. Reston, VA: The National Council of Teachers of Mathematics.
- Gregorc, A. F. (1998). Mind styles model: Theory, principles and applications. Gregorc Associates.
- Gregory, G. (2003). Differentiated instructional strategies in practice. Thousand Oaks, CA: Corwin Press.
- Grossen, B. (1996). How should we group to achieve excellence with equity. Retrieved January, 2010, from <http://darkwing.uoregon.edu/~adiep/grp.htm>
- Hall, T. (2002). CAST: Explicit Instruction. Retrieved January, 2010, from [http://www.cast.org/publications/ncac/ncac\\_explicit.html](http://www.cast.org/publications/ncac/ncac_explicit.html)
- Hall, T. (2002). Differentiated instruction: effective classroom practices report. Retrieved January, 2010, from [http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html)
- Hamm, M., & Adams, D. (2008). Differentiated instruction for K-8 math and science: Ideas, activities, and lesson plans. Larchmont, NY: Eye on Education.
- Harper, G.F., Mallette, B., Macheady, L., and Brennan, G. (1993). Classwide peer tutoring teams and direct instruction as a combined instructional program to teach generalizable strategies for mathematics word problems. *Education and Treatment of Children*, 16(2), 115-134.



- Hasselbring, T. S., Lott, A. C., & Zydney, J. M. (2006). Technology-supported math instruction for students with disabilities: Two decades of research and development. Washington, DC: Center for Implementing Technology in Education.
- Hodgdon, L. A. (1995). Visual strategies for improving communication: Practical supports for school and home. MI: Quirk Roberts Publishing.
- Howell, K. W., & Nolet, V. (2000). Curriculum-based evaluation: Teaching and decision making. Canada: Wadsworth Thomson Learning.
- Jitendra, A. (2002). Teaching students math problem-solving through graphic representations. *Teaching Exceptional Children*, 34(4), 34-38.
- Kagan, S., & Kagan, M. (2009). Kagan cooperative learning. San Clemente, CA: Kagan Publishing.
- Kameenui and D. Carnine (Eds.). Effective teaching strategies that accommodate diverse learners. Upper Saddle River, NJ: Prentice-Hall.
- Kinney, P., Munroe, M., & Sessions, P. (2000). A school-wide approach to student-led conferences: A practitioner's guide. Westerville, OH: National Middle School Association.
- Latterell, C. M. (2005). Math wars: A guide for parents and teachers. West Port, CT: Praeger.
- Ma, L. (1999). Knowing and teaching elementary mathematics: Teachers' understanding of fundamental mathematics in China and the United States. Mahwah, NJ: Lawrence Erlbaum.
- Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3).
- Little, C. A., Hauser, S., & Corbishley, J. (2009). Constructing complexity for differentiated learning. *Mathematics Teaching in the Middle School*, 15(1), 34-42.
- Marzano, R. (2001). Transforming classroom grading. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Marzano, R. (2006). Classroom assessment and grading that work. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- MathVIDS Video Instructional Development Source. (n.d.). Retrieved 2009, from <http://www.coedu.usf.edu/main/departments/sped/mathvids/index.html>.
- Measured Progress. (2008). Formative assessment as practice. PowerPoint presentation. Tempe, AZ: Advanced ED.
- Mercer, C. D. and Mercer, A. R. (2005). Teaching students with learning problems (7<sup>th</sup> ed.). New York, NY: Merrill.

- Mercer, C. D., Jordan L., and Miller, S. P. (1996). Constructivistic math instruction for diverse learners. *Learning Disabilities Research and Practice*, 11, 147-156.
- Special Connections. Kansas University, <http://www.specialconnections.ku.edu/>
- Mercer, C. D., Lane, H. B., Jordan, L., Allsopp, D. H., and Eisele, M. R. (1996). Empowering teachers and students with instructional choices in inclusive settings. *Remedial and Special Education*, 17, 226-236.
- Miller, S., & Hudson, P. (2006). Helping students with disabilities understand what mathematics means. *Teaching Exceptional Children*, 39(1), 28-35.
- Moyer, P. S., Bolyard, J. J., & Spikell, M. A. (2002). What are virtual manipulatives? National Council of Teachers of Mathematics. Retrieved August, 2009, from <http://edtechleaders.org/documents/algebra/1whatarevms.pdf>
- Nathan, M., Kintsch, W., & Young, E. (1992). A theory of algebra-word-problem comprehension and its implications for the design of learning environments. *Cognition and Instruction*, 9(4), 329-389.
- Obanian, S. (1999). *One size fits few: The folly of educational standards*. Portsmouth, NH: Heinemann.
- Pomerantz, H. (1997). ). The role of calculators in math education research. Retrieved November 23, 2009, from <http://education.ti.com/sites/US/downloads/pdf/therole.pdf>
- Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Rhoads, K. (2007). Lessons learned from laminate flooring. *Journal of Staff Development*, 28(3).
- Shepard, L. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, 63(3).
- Sousa, D. A. (2002). *How the brain learns mathematics*. Thousand Oaks, CA: Corwin Press.
- Sprenger, M. (2003). *Differentiation through learning styles and memory*. Thousand Oaks, CA: Corwin Press.
- Steedly, K., Dragoo, K., Arafah, S., & Luke, S. (2008). Effective mathematics instruction. Retrieved 2009, from [http://www.nichcy.org/Research/EvidenceForEducation/Documents/NICHCY\\_EE\\_Math.pdf](http://www.nichcy.org/Research/EvidenceForEducation/Documents/NICHCY_EE_Math.pdf)
- Stein, J., Silbert, J., Kinder, D., & Carnine, D. (2005). *Designing effective mathematics instruction: A direct instruction approach*. Upper Saddle River, NJ: Prentice Hall.
- Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership*, 64(8).
- Stiggins, R., & Chappuis, J. (2006). What a difference a word makes: Assessment for learning rather than assessment of learning helps students succeed. *Journal of Staff Development*, 27(1).
- Suydam, M., & Brosnan, P. (1993). Research on mathematics education reported in 1992. *Journal for Research in Mathematics Education*, 24, 329-377
- The common sense of differentiation: meeting

- specific learner needs in the regular classroom. DVD and Facilitator's Guide. (2005). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. (1999). *The differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C., & Eidson, C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C., & Eidson, C. (2003). *Differentiation in practice*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction: Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Van De Walle, J. (2006). *Elementary and middle school mathematics: Teaching developmentally*. Boston, MA: Allyn and Bacon.
- Van de Walle, J. A. (2005). *Elementary school mathematics: Teaching developmentally* (5<sup>th</sup> ed.). White Plains, NY: Longman Publishing Group.
- VanDerHeyden, A. (n.d.). *Using RtI to Improve Learning in Mathematics*. Retrieve August 10, 2009, from <http://www.rtinetwork.org/Learn/Why/ar/RTIandMath/1>
- Wormeli, R. (2006). *Fair isn't always equal: Assessing and grading in the differentiated classroom*. Portland, ME: Stenhouse.
- Wright, J. (2009). *Schoolwide strategies for managing mathematics*. Retrieved 2009, from <http://www.jimwrightonline.com/php/interventionista>

/interventionista\_intv\_list.php?prob\_type=mathematics.

## **DIFFERENTIATING READING INSTRUCTION FOR STUDENTS: MAKING IT EXPLICIT (PDA)**

**COMPONENT NUMBER: 2-013-003**

**POINTS TO BE EARNED: 60**

2. **DESCRIPTION:** The focus of this module will be to provide an opportunity for participants to acquire 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. Developed by the Florida DOE (BESE) as a combined group and online learning experience, this module is designed to provide a professional development opportunity for educators working with students experiencing reading difficulties, especially those with significant and persistent difficulties including students with identified disabilities or students who are English Language Learners. This component is intended to be completed in its entirety. No partial credit will be granted.

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-1.2.2., 1.2.3., 1.2.4., 1.2.5.

☒ Implementing-1.3.1., 1.3.3.

☒ Evaluating-1.4.2., 1.4.3., 1.4.4.

- **School Level**

☒ Planning-2.1.2.

☒ Learning-2.2.2., 2.2.3., 2.2.4., 2.2.5.,

☒ Implementing-2.3.3.,

☐ Evaluating-

- **District Level**

☒ Planning-3.1.3., 3.1.4., 3.1.5.

☒ Learning-3.2.2., 3.2.3., 3.2.4., 3.2.5.

☒ Implementing-3.3.3.

☒ Evaluating-3.4.1., 3.4.5., 3.4.7.

☐ 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:** Identify the priority study and/or on the job implementation outcomes/objectives

1. Understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
2. Review current scientific research-based instruction and evidence-based practices for differentiating instruction to meet individual learning needs.
3. Identify Florida initiatives and resources for teaching reading effectively.
4. Compare stages of language and reading development of different age groups.
5. Understand the rationale for differentiating instruction by considering variables that impact student achievement.
6. Identify alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests that should be considered to meet individual learning needs.
7. Examine research on why reading failure is unnecessary.
8. Apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
9. Identify strategies and activities that support development of a responsive learning environment addressing the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.
10. Understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
11. Review purposes, types, and models of reading assessment.
12. Describe features of Florida's reading assessment plan for elementary and secondary students.
13. Apply instructional design principles and teacher delivery methods to provide meaningful differentiated instruction that is multisensory in nature and provided with increasing levels of explicitness, intensity, and duration.
14. Activate background knowledge regarding phonological awareness.
15. Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
16. Review the supporting research regarding phonological awareness.
17. Discuss phonological awareness difficulties.
18. Extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
19. Understand the goal of phonics instruction and the important role it plays in reading instruction.
20. Review the research evidence-based practices for effective phonics instruction.
21. Define the role of decodable text in beginning reading instruction.
22. Apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
23. Apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.

24. Examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
25. Define fluency.
26. Determine the reasons why students are dysfluent.
27. Examine the connection between proficient reading and reading fluency.
28. Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.
29. Understand the importance of vocabulary instruction and the role it plays in the reading process.
30. Review research and evidence-based practices for effective oral language development and vocabulary instruction.
31. Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
32. Understand how to choose words for instruction.
33. Define academic vocabulary and understand its relationship to comprehending increasingly complex text.
34. Identify the components of an effective vocabulary lesson.
35. Apply the guidelines for differentiating instruction, instructional design principles, and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.
36. Define reading comprehension.
37. List the skills, knowledge, and attitudes that are required for comprehending text.
38. Recognize student behavior that may interfere with accurate text comprehension.
39. Discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
40. Identify the behaviors of successful readers.
41. Clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
42. Understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
43. Contrast the difference between accommodation and instruction.
44. Implement instructional practices for writing in order to develop students' comprehension of text.
45. Plan comprehension instruction to meet individual learning needs by using evidence-based practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
46. Plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.

**7. LEARNING PROCEDURES (Methods):** B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?



The participant will complete all of the following with 80% accuracy. Participants will engage in all module requirements: Reading all online module content; participating in group discussions; and completing quizzes, self-assessments, reflections, classroom-based investigations and case studies.

- HOW will the experiences be provided to participants during the delivery?
  1. Review all module content, related professional articles, and websites.
  2. Participate in group discussion and activities related to the content.
  3. Complete all multiple choice, true-false, matching, and fill-in-the-blank “Check Your Understanding” quizzes.
  4. Complete reflections on application of module content to improve response to individual learner needs.
  5. Complete a classroom-based investigation and case study examining phonemic awareness, phonics, or advanced word identification instruction in a core, remedial or intervention reading program.
  6. Complete a classroom-based investigation and case study on assessing and building fluency.
  7. Complete a classroom-based investigation and case study on explicit vocabulary instruction.
  8. Complete a classroom-based investigation and case study on explicit instruction of a comprehension strategy.
- KEY ISSUES to be included in participant implementation agreements:

Participants will be required to complete all assignments in the course within the designated time frame as listed on the course syllabus; complete all assignments/requirements with 80% accuracy; and commit to collect and enter student impact data in the FDLRS Student Data Collection website.

#### **8. IMPLEMENTATION/MONITORING PROCEDURES:** R: Electronic – Interactive

On-going feedback will be given to participants on the implementation of their online assignments. Face-to-face coaching and feedback will also be given to participants on the implementation of their online assignments. To monitor the implementation of learning, the PDA facilitator will review the assignments to provide support and additional resources. As a result, the participants will meet the requirements of the implementation agreement.

**9. IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed in 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 IDDP/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?”

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the PDA online course. These measures include documentation of changes in instructional practices related to differentiating reading instruction, changes in student

performance as documented on results of teacher-constructed student growth measures, and/or review of portfolios of student work.

- Who will use the evaluation impact data gathered?

The impact data will be reviewed by Florida Diagnostic and Learning Resources System (FDLRS); the State of Florida, Department of Education, Bureau of Instructional Support and Community Services; and Brevard Public Schools 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:
  - 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?

In addition to routine examination of information regarding changes to teacher performance and student achievement throughout this online course, participants will also complete a required Participant Satisfaction Survey which includes questions on the "Impact of module content on enhancing student performance/educator competence" and on the "Increase in professional growth as a result of completing this module." The information from these evaluations will be reviewed by Florida Diagnostic and Learning Resources System (FDLRS) to determine the need for revision of content/process, and to align changes in teacher performance to student achievement.

FDLRS HRD

## 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

**References:**

- Allan, S. D., & Tomlinson, C. A. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Allen, R. (2008). *Green light classroom: Teaching techniques that accelerate learning*. Thousand Oaks, CA: Corwin Press.
- Alternative Energy Source. (n.d.). Pros and Cons of Green Energy. Retrieved September 20, 2009, from <http://www.alternativeenergysource.org>.
- Apelman, M., Hawkins, D., & Morrison, P. (1985). *Critical barriers phenomenon in elementary science*. University of North Dakota: Center for Teaching and Learning.
- Armstrong, T. (2000). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD. Cohen, E. G. (1986). *Designing groupwork: Strategies for the heterogeneous classroom*. New York, NY: Teachers College Press.
- Banilower, E., Cohen, K., Pasley, J., & Weiss, I. (2008). *Effective science instruction: What does research tell us?* Retrieved October 3, 2009, from <http://www.centeroninstruction.org/files/Characteristics%20of%20Effective%20Science%20Instruction%20REVISED%20FINAL.pdf>
- Barron, B. J., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., & Bransford, J. D. (n.d.). *Doing with understanding: Lessons from research on problem- and project- based learning*. The Journal of the Learning Sciences, 7, 271-311.
- Bender, W. (2002). *Differentiating instruction for students with learning disabilities*. Thousand Oaks, CA: Corwin Press.
- Benjamin, A. (2002). *Differentiated instruction: A guide for middle and high school teachers*. Larchmont, NY: Eye on Education.
- Benjamin, A. (2005). *Differentiated instruction using technology*. Larchmont, NY: Eye on Education.

- Benson, B., & Barnett, S. (1999). *Student-led conferencing using showcase portfolios*. Thousand Oaks, CA: Corwin Press.
- Bianchini, J. A. (2008). Mary Budd Rowe: A storyteller of science. *Cultural Studies of Science Education*, 3(4), 799-810.
- Black, P., & William, D. (2001). *Inside the black box: Raising standards through classroom assessment*. King's College London School of Education.
- Black, P., Harrison, C., & Lee, C. (1999). *Assessment for learning: Putting it into practice*. New York, NY: Open University Press.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). *The nature and value of formative assessment for learning*. King's College London School of Education.
- Blaz, D. (2008). *Differentiated assessment for middle and high school classes*. Larchmont, NY: Eye on Education.
- Boston, C. (2002). The concept of formative assessment. *Practical Assessment, Research and Evaluation*, 8(9).
- Brandt, R. (1985). On teaching and supervising: A conversation with Madeline Hunter. *Educational Leadership*, 45(5), 61-66.
- Brophy, J. (1992). Probing the subtleties of subject-matter teaching. *Educational Leadership*, 49(7), 5-8.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Burke, K. (2005). *How to assess authentic learning* (4<sup>th</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Campbell, L., & Campbell, B. (1999). *Multiple intelligences and student achievement: Success stories from six schools*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- CARET. (n.d.). Questions and Answers Topic: Student Learning. Retrieved September 22, 2009, from <http://caret.iste.org/index.cfm?fuseaction=questions&topicID=1>
- Chapman, C., & King, R. (2005). *Differentiated assessment strategies: One tool doesn't fit all*. Thousand Oaks, CA: Corwin Press.
- Coil, C. (2004). *Standards-based activities and assessments for the differentiated classroom*. Marion, IL: Pieces of Learning.
- Coil, C., & Merritt, D. (2001). *Solving the assessment puzzle*. Marion, IL: Pieces of Learning.
- Crockett, C. (2004). What do kids know?and misunderstand?about science? *Educational Leadership*, 61(5), 34-37.
- Davies, A. (2000). *Seeing the results for yourself: A portfolio primer*. Courtenay, British Columbia, Canada: Classroom Connections International.
- Donovan, M. S., & Bransford, J. D. (2005). *How students learn: Science in the classroom*. Washington, DC.: The National Academies Press.
- Donovan, M., & Bransford, J. (2005). *How students learn: Science in the classroom*. Washington, DC: The National Academies Press.
- Edmonds, R. (1991). *Effective Schools for Children at Risk* [Videotape]. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Edutopia. (1997). *Big Thinkers: Howard Gardner on Multiple Intelligences*. Retrieved 2009, from <http://www.edutopia.org/multiple-intelligences-howard-gardner-video>.
- Eggen, P., & Kauchak, D. (2006). *Strategies and models for teachers: Teaching content and thinking skills*. Boston, MA: Allyn and Bacon.

- Ellis, E., Gable, R. A., Gregg, M., & Rock, M. L. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, 52(2), 31-47.
- Fair Test. (2006). The value of formative assessment. Cambridge, MA: National Center for Fair and Open Testing.
- Fisher, D., & Frey, N. (2007). ). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Forsten, C., Grant, J., & Hollas, B. (2002). Differentiated instruction: Different strategies for different learners. Peterborough, NH: Crystal Springs Books.
- Forsten, C., Grant, J., & Hollas, B. (2003). Differentiating textbooks. Peterborough, NH: Crystal Springs Books.
- Gardner, H. (1993). Multiple intelligences: The theory in practice. New York, NY: Basic Books.
- Gregorc, A. F. (1998). Mind styles model: Theory, principles and applications. Gregory Associates.
- Gregory, G. (2003). Differentiated instructional strategies in practice. Thousand Oaks, CA: Corwin Press.
- Gregory, G. H. and Hammerman, E. (2008). Differentiated instructional strategies for science, grades K-8. Thousand Oaks, CA: Corwin Press.
- Gregory, G. H., & Hammerman, E. (2008). Differentiated instructional strategies for science, grades K-8. Thousand Oaks, CA: Corwin Press.
- Gregory, G., & Hammerman, E. (2008). ). Differentiated instructional strategies for science, grades K-8. . Thousand Oaks, CA: Corwin Press.
- Grossen, B. (1996). How should we group to achieve excellence with equity. Retrieved January, 2010, from <http://darkwing.uoregon.edu/~adiep/grp.htm>
- Hall, T. (2002). CAST: Explicit Instruction. Retrieved January, 2010, from [http://www.cast.org/publications/ncac/ncac\\_explicit.html](http://www.cast.org/publications/ncac/ncac_explicit.html)
- Hall, T. (2002). Differentiated instruction: effective classroom practices report. Retrieved January, 2010, from [http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html)
- Halpern, D. F. (1984). Thought and knowledge: An introduction to critical thinking. Hillside, NJ: Lawrence Erlbaum Associates.
- Hamm, M., & Adams, D. (2008). Differentiated instruction for K-8 math and science. Larchmont, NY: Eye on Education.
- Hollas, B. (2007). ). Differentiating instruction in a whole-group setting. Peterborough, NH: Crystal Springs Books.
- Howell, K. W., & Nolet, V. (2000). Curriculum-based evaluation: Teaching and decision making. Canada: Wadsworth Thomson Learning.
- International Society for Technology in Education (ISTE). (2000). National Educational technology standards for students: Connecting curriculum and technology. Eugene, OR: International Society for Technology in Education (ISTE).
- Jensen, E. (2004). Brain compatible strategies. Thousand Oaks, CA: Corwin Press. Jensen, E. (2006). Enriching the brain: How to maximize every learners potential. San Francisco, CA: Jossey-Bass.
- Johnson, N. (1996). Active questioning: Questioning still makes the difference. Marion, IL: Pieces of Learning.
- Kagan, S., & Kagan, M. (2009). Kagan cooperative learning. San Clemente, CA: Kagan Publishing.
- Kameenui and D. Carnine (Eds.). (1998) Effective teaching strategies that accommodate diverse learners. Upper Saddle River, NJ: Prentice-Hall.

- Kinney, P., Munroe, M., & Sessions, P. (2000). *A school-wide approach to student-led conferences: A practitioner's guide*. Westerville, OH: National Middle School Association.
- Kraft, N. (2005). Criteria for authentic project-based learning. Retrieved 2009, from <http://www.rmcdenver.com/useguide/pbl.htm>.
- Krajcik, J., Czerniak, C., & Berger, C. (1999). *Teaching children science: A project-based approach*. Boston, MA: McGraw-Hill.
- Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). *Classroom assessment: Minute by minute, day by day*. Educational Leadership, 63(3).
- Marzano, R. (2001). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Marzano, R. (2006). *Classroom assessment and grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Marzano, R., Marzano, J., & Pickering, D. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-Based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Mayer, R. E. (2003). *Learning and instruction*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Northey, S. (2005). *Handbook on differentiated instruction for middle and high schools*. Larchmont, NY: Eye on Education.
- Measured Progress. (2008). *Formative assessment as practice*. PowerPoint presentation. Tempe, AZ: Advanced ED.
- Mergendoller, J. R., & Thomas, J. W. (2000). *Managing project-based learning: Principles from the field*. Retrieved 2009, from [http://www.bie.org/research/study/principles\\_from\\_the\\_field](http://www.bie.org/research/study/principles_from_the_field)
- Michaels, S., Shouse, A. W., and Schweingruber, H. A. (Eds.) (2007). *Ready, set, science! Putting research to work in K-8 science classrooms*. Washington, DC: The National Academies Press.
- Nastu, J. (2009). *Project-based learning engages students, garners results*. Retrieved October, 2009, from <http://www.eschoolnews.com/media/eschoolnews/eSNJan09.pdf>
- National Research Council (NRC) (M. S. Donovan and J. D. Bransford [Eds.]). (2005). *How students learn science in the classroom*. Washington, DC: The National Academies Press.
- National Research Council (NRC) (R. A. Duschl, H. A. Schweingruber, and A. W. Shouse (Eds.)). (2007). *Taking science to school: Learning and teaching science in grades K-8*. Washington, DC: The National Academies Press.
- National Research Council (NRC). (1996). *National science education standards*. Washington, DC: The National Academies Press.
- National Research Council (NRC). (2000). *How people learn: Brain, mind, experience and school*. Washington, DC: The National Academies Press.
- National Research Council (NRC). (2000). *Inquiry and the national science standards: A guide for teaching and learning*. Washington, DC: The National Academies Press.



- National Research Council. (2000). *Inquiry and the national science education standards: A guide for teaching and learning*. Washington, DC: The National Academies Press.
- New Media Consortium. (2009). *Challenge-based learning: An approach for our time*. Retrieved October, 2009, from <http://www.nmc.org/pdf/Challenge-Based-Learning.pdf>.
- Obanian, S. (1999). *One size fits few: The folly of educational standards*. Portsmouth, NH: Heinemann.
- Oczuks, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.
- Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Reciprocal Teaching: Science Specific Recommendations. (n.d.). Retrieved October 4, 2009, from <http://www.jefferson.k12.ky.us/Departments/Gheens/ReciprocalTeaching.pdf>
- Rhoads, K. (2007). Lessons learned from laminate flooring. *Journal of Staff Development*, 28(3).
- Rowe, M. B. (1968). Wait time: Slowing down may be a way of speeding up! *Journal of Teacher Education*, 37(1), 43-50.
- Rowe, M. B. (1973). *Teaching science as continuous activity*. New York, NY: McGraw- Hill.
- Rowe, M. B. (1996). Science, silence and sanctions. *Science and Children*, 34(1), 34-37.
- Shepard, L. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, 63(3).
- Smith, G., & Throne, S. (2007). *Differentiating instruction with technology in K-5 classrooms*. Eugene, OR: International Society for Technology in Education (ISTE).
- Sprenger, M. (2003). *Differentiation through learning styles and memory*. Thousand Oaks, CA: Corwin Press.
- Stepans, J. (1996). *Targeting students? Science misconceptions: Physical science concepts using the conceptual model*. Riverview, FL: Idea Factory.
- Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership*, 64(8).
- Stiggins, R., & Chappuis, J. (2006). What a difference a word makes: Assessment for learning rather than assessment of learning helps students succeed. *Journal of Staff Development*, 27(1).
- The BSCS 5E Model of Instruction: Origins and Effectiveness. (n.d.). Retrieved October 8, 2009, from <http://www.bscs.org/pdf/5Efull%20Report.pdf>.
- The common sense of differentiation: meeting specific learner needs in the regular classroom. DVD and Facilitator's Guide. (2005). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Thomas, J. W. (2000). A review of research on project-based learning. Retrieved October, 2009, from [http://www.bobpearlman.org/BestPractices/PBL\\_Research.pdf](http://www.bobpearlman.org/BestPractices/PBL_Research.pdf).
- Tomlinson, C. (1999). *The differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. A. (2000). Reconcilable differences? Standards-based teaching and differentiation. *Educational Leadership*, 58 (1), 6-11.

- Tomlinson, C. A. and Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. A. and McTighe, J. (2006). *Integrating differentiated instruction: understanding by design*.  
Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction: Understanding by design*.  
Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- U.S. Department of Education. (n.d.). No Child Left Behind Act. Retrieved October 4, 2009, from <http://www.ed.gov/nclb/landing.jhtml>
- University of Indianapolis, Center of Excellence in Leadership of Learning. (2009). Summary of research on project-based learning. Retrieved October, 2009, from <http://cell.uindy.edu/docs/PBL%20research%20summary.pdf>.
- Williams, K., & Veomett, G. (2007). *Launching learners in science, pre-k-5*. . Thousand Oaks, CA: Corwin Press.
- Wong, H., & Wong, H. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Productions.
- Wormeli, R. (2001). *Meet me in the middle: Becoming an accomplished middle-level teacher*. Portland, ME: Stenhouse.
- Wormeli, R. (2006). *Fair isn't always equal: Assessing and grading in the differentiated classroom*.  
Portland, ME: Stenhouse.

## **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

- "7 Keys to Effective Feedback" by Grant Wiggins in Educational Leadership, September 2012 (Vol. 70, #1, p. 11-16), <http://bit.ly/SLd3BU>; Wiggins is at [gwiggins@authenticeducation.org](mailto:gwiggins@authenticeducation.org).]
- Adams, G., & Engelmann, S. (1996). Research on direct instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.
- Alley, G.R., & Deshler, D.D. (1979). Teaching the learning disabled adolescent: strategies and methods. Denver, CO: Love.
- Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: Guilford Publications.
- "Assessment for Learning." Assessment Reform Group, 2002. Web. 2015.  
<<http://www.assessmentforlearning.edu.au/default.asp>>.
- Baker, S., Gersten, R., & Lee, D.S. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. Elementary School Journal, 10, 51-73.
- Biancarosa, C., & Snow, C. E. (2006). Reading next: A vision for action and research in middle and high school literacy. A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.
- Bender, William N. (2012). Differentiating instruction for students with learning disabilities: New best practices for general and special educators. Thousand Oaks, CA: Corwin.
- Boutz, A., Silver, H., Jackson, J., & Perini, M. (2012). Tools for thoughtful assessment: Classroom-ready techniques for improving teaching and learning. Franklin Lakes, NJ: Thoughtful Education Press.
- Brookhart, S. (2009). The many meanings of multiple measures. Educational Leadership, 67(3), 6-12.
- Brookhart, S. (2009). Exploring formative assessment. Alexandria, VA: ASCD.
- Brookhart, S. (2008). How to give effective feedback to your students. Alexandria, VA: ASCD.
- Brookhart, S. (2007). Feedback that fits. Educational Leadership, 65(4), 54-59.
- Brophy, J. and Good, T. (1986). Teacher behavior and student achievement. Handbook of research on teaching. New York, NY: Macmillan.

- Brophy, J. E. & Evertson, C. M. (1976). *Learning from teaching: A developmental perspective*. Boston, MA: Allyn & Bacon.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Carnine, D., Silbert, J., Kame'enui, E. & Tarver, S. (2009). *Direct instruction reading* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Carnine, D., Silbert, J., & Kame'enui, E. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Upper Saddle River, New Jersey: Pearson Education.
- Carnine, L., & Carnine, D. (2004). The interaction of reading skills and science content knowledge when teaching struggling secondary students. *Reading & Writing Quarterly*, 20, 203–218.
- Chappuis, J., Stiggins, R., Chappuis, S. & Arter, J. (2012). *Classroom assessment for student learning: Doing it right—Doing it well*. Boston, MA: Pearson.
- Chappuis, J. (2014). Thoughtful assessment with the learner in mind. *Educational Leadership*, 71(6), 20–26.
- Chappuis, S., & Chappuis, J. (2007). The best value in formative assessment. *Educational Leadership*, 65(4), 14–19.
- Chappuis, J. (2005). Helping students understand assessment. *Educational Leadership*, 63(3), 39–43.
- Coyne, M., Kame'enui, E., & Carnine, D. (2011). *Effective teaching strategies that accommodate diverse learners* (4th ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Danielson, C., & Axtell, D. (2009). *Implementing the framework for teaching in enhancing professional practice*. Alexandria, VA: ASCD.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria: ASCD.
- de Bruin, A.B., Thiede, K.W., & Camp, G. (2001). Generating keywords improves metacomprehension and self-regulation in elementary and middle school children. *Journal of Experimental Child Psychology*, 109 (3), 294–310.
- De La Paz, S., & Graham, S. (2002). Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms. *Journal of Educational Psychology*, 94, 687–698.
- Deshler, D. D., Ellis, E. S., & Lenz, B. K. (1996). *Teaching the adolescent with learning disabilities: Strategies and methods*. Denver, CO: Love. Differentiation. (n.d.). *Differentiation of Instruction*. - Wikispaces, n.d. Web. 28 Apr. 2015. <<http://differentiation.asb-wiki.wikispaces.net/>>.
- Dixon, R., Carnine, D. W., & Kame'enui, E. J. (1992). *Curriculum guidelines for diverse learners* [monograph]. Eugene, OR: University of Oregon, National Center to Improve the Tools of Educators.
- Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (4th ed.) (pp. 51–93). Newark, DE: International Reading Association.
- Dweck, C. (2007). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
- Florida Department of Education. (n.d.) *The growth mindset* [online brochure]. Retrieved 04 Mar. 2015 from <http://www.fldoe.org/teaching/just-for-teachers-community/growth-mindset/>.
- Frey, N., & Fisher, D. (2012). Making time for feedback. *Educational Leadership*, 70(1), 42–46.
- Frey, N., & Fisher, D. (2011). *The formative assessment action plan: Practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.
- Frey, N., & Fisher, D. (2009). Feed up, back, forward. *Educational Leadership*, 67(3), 20–25.

- Frey, N., & Fisher, D. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD.
- Fisher, D., and Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.
- Frey, N., & Fisher, D. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.
- Flink, L.B. (2003). Teaching science as inquiry by scaffolding student thinking. *Science Scope*, 26(8): 34–38.
- Fuchs, L. S., Fuchs, D., & Prentice, K. (2004). Responsiveness to mathematical problem solving instruction: Comparing students at risk of mathematics disability with and without risk of reading disability. *Journal of Learning Disabilities*, 37, 293–306.
- Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: response to intervention (rti) for elementary and middle schools (NCEE 2009-4060)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/wwc/Publications\\_Reviews.aspx?f=All%20Publication%20and%20Product%20Types,3;#pubsearch](http://ies.ed.gov/ncee/wwc/Publications_Reviews.aspx?f=All%20Publication%20and%20Product%20Types,3;#pubsearch).
- Gersten, R., Chard, D., & Baker, S. (2000). Factors that enhance sustained use of research-based instructional practices: A historical perspective on relevant research. *Journal of Learning Disabilities*, 33, 445-457.
- Gersten, R., & Baker, S. (2001). Teaching expressive writing to students with learning disabilities: A meta-analysis. *Elementary School Journal*, 101, 251-272.
- Gersten, R., & Baker, S. (1998). Real world use of scientific concepts: Integrating situated cognition with explicit instruction. *Exceptional Children*, 65 (1), 23–35.
- Ginott, H. G. (1965). *Between parent and child*. New York, NY: Macmillan.
- Graham, S., & Harris, K. R. (1989). A components analysis of cognitive strategy instruction: Effects on learning disabled students' compositions and self-efficacy. *Journal of Educational Psychology*, 81, 356-361.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Graham, S., Harris, K. R., & Mason, L. (2004). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. *Contemporary Educational Psychology*, 30, 207-241.
- Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *Journal of Educational Research*, 99, 232-245.
- Hall, T. (2014). *Differentiated instruction*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved April 2015 from [http://www.cast.org/publications/ncac/ncac\\_diffinstructudl.html](http://www.cast.org/publications/ncac/ncac_diffinstructudl.html)
- Hall, T. (2014). *Explicit instruction*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved April 2015 from [http://www.cast.org/publications/ncac/ncac\\_explicit.html](http://www.cast.org/publications/ncac/ncac_explicit.html)



- Harris, K. R., Graham, S., Mason, L. H., & Sadler, B. (2002). Developing self-regulated writers. *Theory into Practice*, 41, 110-115.
- Hattie, J., & Yates, G. C. (2014). *Visible learning and the science of how we learn*. London, UK: Routledge.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Oxford, UK: Routledge.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing the impact on learning*. Abingdon, UK and New York: Taylor and Francis-Routledge.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112.
- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin.
- Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making*. Canada: Wadsworth Thomson Learning.
- Jarvela, S., & Jarvenoja, H. (2011). Socially constructed self-regulated learning and motivation regulation in collaborative learning groups. *Teachers College Record*, 113(2), 350-374.
- Johnson, D., Johnson, R., & Holubec, E. (1998). *Cooperation in the classroom*. Boston: Allyn and Bacon.
- Klingner, J., Vaughn, S., Hughes, M., Schumm, J. & Elbaum, B. (1998). Outcomes for students with and without learning disabilities in inclusive classrooms. *Learning Disabilities Research & Practice*, 13, 153-161.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: ahistorical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284.
- Knight, J. (2013). *High-impact instruction*. Thousand Oaks, CA: Corwin Press.
- Leitão, N., & Waugh, R. W. (2007, November). Teachers' views of teacher-student relationships in primary school. Paper presented at 37th Annual International Educational Research Conference, Fremantle, Western Australia.
- Lutz, S. L., Guthrie, J. T., & Davis, M. H. (2006). Scaffolding for engagement in learning: An observational study of elementary school reading instruction. *Journal of Educational Research*, 100, 3 - 20.
- Marzano, R, Dean, C., (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria: ASCD.
- Marzano, R. (2010). *Formative assessment & standards-based grading*. Bloomington, IN: Marzano Research Laboratory.
- Marzano, R J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.
- Marzano, R. J. (2006). *Classroom assessment and grading that work*. Alexandria, VA: ASCD.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: ASCD.
- Marzano, R., Pickering, D, and Heflebower, T. (2011) *The highly engaged classroom*. Bloomington, IN: Marzano Research Laboratory.
- Marzano, R., Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Alexandria, VA: ASCD.

- Marzano, R J., Boogren, T., Heflebower, T., Kanold-McIntyre, J. & Pickering, D. (2012). *Becoming a reflective teacher*. Bloomington, IN: Marzano Research Laboratory.
- Mastropieri, C.D., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- McLeery, J.A., & Tindal, G. A. (1999). Teaching the scientific method to at-risk students and students with learning disabilities through concept anchoring and explicit instruction. *Remedial and Special Education*, 20(1), 7–18.
- Mercer, C.D., & A.R. Mercer, A.R. (2005). *Teaching students with learning problems*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Moss, C., & Brookhart, S. (2012). *Learning targets: Helping students aim for understanding in today's lesson*. Alexandria, VA: ASCD.
- Olson, J.L., & Platt, J. C. (2004). *Teaching children and adolescents with special needs*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Prashnig, B. (2005). Learning styles vs. multiple intelligences. *Teaching Expertise*, 9, 8-9.
- Pressley, M., & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance* (2nd ed.). Cambridge, MA: Brookline.
- Rollins, S. (2014) *Learning in the fast lane: 8 ways to put all students on the road to academic success*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rose, David H. Interview by Anthony Rebor. "Learning by Universal Design." *Education Week Teachers*, Editorial Projects in Education, 18 June 2014. Retrieved 27 April 2015 from [http://www.edweek.org/tm/articles/2014/06/18/gp\\_rose\\_interview.html](http://www.edweek.org/tm/articles/2014/06/18/gp_rose_interview.html).
- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, 36, 12-39
- Steele, M. (2005). Teaching social studies to students with mild disabilities. *Social Studies and the Young Learner*, 17(3), pp. 8-10.
- Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership*, 64(8), 22-26.
- Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Doing it right—Using it well*. Princeton, NJ: Educational Testing Service.
- Stiggins, R., and Chappuis, J. (2006). What a difference a word makes: Assessment for learning rather than assessment of learning helps students succeed. *Journal of Staff Development*, 27(1), 10-14.
- Stronge, J.H. (2002). *Qualities of effective teachers*. Alexandria, VA: ASCD.
- Sutton, R., Hornsey, M. J., & Douglas, K. M. (2012). *Feedback: The communication of praise, criticism, and advice*. New York, NY: Peter Lang.
- Swanson, H.L. (2000). Searching for the best cognitive model for instructing students with learning disabilities: A component and composite analysis. *Educational and Child Psychology*, 17(3), 101-121.
- Swanson, H. L., & Siegel, L. S. (2001). Learning disabilities as a working memory deficit. *Issues in Education*, 7, 1–48.
- Taft, R. J. & Mason, L. H. (2010). Examining effects of writing interventions: Highlighting results for students with primary disabilities other than learning disabilities. *Remedial and Special Education*, 32, 359-370. doi:10.1177/0741932510362242 The College Board. (2011).

- Tomlinson, C., (2014) *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.
- Tomlinson, C. and Moon, T. (2013) *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.
- Tomlinson, C. (2007). Learning to love assessment. *Educational Leadership* 65(4), 8-13.
- Tomlinson, C., and McTighe, J. (2006). *Integrating differentiated instruction: Understanding by design*. Alexandria, VA: ASCD.
- Tomlinson, C., and Eidson, C. (2003). *Differentiation in practice*. Alexandria, VA: ASCD.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed ability classrooms*. Alexandria, VA: ASCD.
- Tomlinson, C., and Allan, S. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: ASCD.
- Tomlinson, C. (1999). *The differentiated classroom*. Alexandria, VA: ASCD.
- Tomlinson, C. (1994). Learning how new teachers relate to diverse learners. *Newsletter of the Virginia Association for the Education of the Gifted*, 15(6), 5.
- Tomlinson, Carol Ann. (2010, November). *Middle School and the Demographics, Research, and Ethics of Differentiation*. Presentation at NAGC, Atlanta, GA. Retrieved 26 April 2015 from [http://caroltomlinson.com/Presentations/NAGC\\_Nov13.pdf](http://caroltomlinson.com/Presentations/NAGC_Nov13.pdf).
- Torgesen, J. K. (2000). Individual differences in response to early interventions in reading: The lingering problem of treatment resisters. *Learning Disabilities Research & Practice*, 15, 55–64.
- Vanderhye, C., & Demers, C.Z. (2007). Assessing students' understanding through conversations. *Teaching Children Mathematics*, 14(5): 260-64.
- Vatterott, C. (2014). Student-Owned Homework. *Educational Leadership*, 71(6): 39-42.
- Vaughn, S., Gersten, R., & Chard, D. J. (2000). The underlying message in LD intervention research: Findings from research syntheses. *Exceptional Children*, 67, 99–114.
- Walberg, H.J. (1984). Improving the productivity of American schools. *Educational Leadership*, 41, 19- 27.
- Samuel, S. J. & Farstrup, A. E. (Eds.). 2011. *What Research Has to Say about Reading Instruction* (4th ed.). Newark, DE: International Reading Association.
- Wiggins G., & McTighe, J., (2005). *Understanding by design*. Alexandria, VA: ASCD.
- Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: ASCD.
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.
- William, Dylan. (2014). The right questions, the right way. *Educational Leadership*, 71(4): 16-19.
- Wolters, C. (2011). Regulation of motivation: Contextual and social aspects. *Teacher's College Record*, 113, 265-283.

- Wong, H.K. and Wong, R.T. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.
- Wormeli, R. (2006). *Fair isn't always equal: Assessing and grading in the differentiated classroom*. Portland, Maine: Stenhouse Publishers.
- Wormeli, R. (2007). *Differentiation: From planning to practice, grades 6-12*. Portland, ME: Stenhouse.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183.

## 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

## REFERENCES

- Blaz, Deborah. *Differentiated Assessment for Middle and High School Classrooms*. Larchmont, NY: Eye On Education, 2008. Print.
- Brookhart, Susan. "Feedback That Fits." *Educational Leadership* 65.4 (2007): 54-59. Print.
- Brookhart, Susan M. *Exploring Formative Assessment*. Alexandria, VA: ASCD, 2009. Print.
- Brookhart, Susan M. *How to Give Effective Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print.
- Brookhart, Susan. "The Many Meanings of "Multiple Measures"" *Educational Leadership* 67.3 (2009): 6-12. Print.
- Burke, Kay. *How to Assess Authentic Learning*. Thousand Oaks, CA: Corwin, 2009. Print.
- Chappuis, Jan. "Helping Students Understand Assessment." *Educational Leadership* 63.3 (2005): 39-43. Print.
- Chappuis, Jan. "Thoughtful Assessment with the Learner in Mind." *Educational Leadership* 71.6 (2014): 20-26. Print.
- Chappuis, Stephen, and Jan Chappuis. "The Best Value in Formative Assessment." *Educational Leadership* 65.4 (2007): 14-19. Print.
- Danielson, Charlotte, and Darlene Axtell. *Implementing the Framework for Teaching in Enhancing Professional Practice*. Alexandria, VA: ASCD, 2009. Print.
- Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*. Alexandria: Association for Supervision and Curriculum Development, 2007. Print.
- Dean, Ceri B., and Robert J. Marzano. *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria: ASCD, 2012. Print.
- Duckor, Brent. "Formative Assessment in Seven Good Moves." *Educational Leadership* 71.6 (2014): 28-32. Print.
- Fisher, Douglas, and Nancy Frey. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria: ASCD, 2007. Print.
- Fisher, Douglas, and Nancy Frey. "Feed Up, Back, Forward." *Educational Leadership* 67.3 (2009): 20-25. Print.
- Fogarty, Robin, and Gene M. Kerns. *Informative Assessment: When It's Not about a Grade*. Thousand Oaks, CA: Corwin, 2009. Print.
- Greenstein, Laura. *What Teachers Really Need to Know about Formative Assessment*. Alexandria: ASCD, 2010. Print.
- Guskey, Thomas. "The Rest of the Story." *Educational Leadership* 65.4 (2007): 28-35. Print.
- Hamilton, Laura, Richard Halverson, Sharnell Jackson, Ellen Mandinach, Jonathan Supovitz, and Jeffrey Wayman. "Using Student Achievement Data to Support Instructional Decision Making." : *What Works Clearinghouse*. Institute of Educational Sciences: National Center for Education Evaluation and Regional Assistance, Sept. 2009. Web. 02 Apr. 2014.
- Hattie, John. "Know Thy Impact." *Educational Leadership* 70.1 (2012): 18-23. Print.

- Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement*. London: Routledge, 2009. Print.
- Heritage, Margaret. *Formative Assessment: Making It Happen in the Classroom*. Thousand Oaks: Corwin, 2010. Print.
- Heritage, Margaret. "Formative Assessment: What Do Teachers Need to Know and Do?" *Phi Delta Kappan* 89.2 (2007): 140-45. Print.
- Jackson, Yvette, Tyronne Geronomo, and Ahmes Askia. "Kids Teaching Kids." *Educational Leadership* 68.1 (2010): 60-63. Print.
- James-Ward, Cheryl, Douglas Fisher, Nancy Frey, and Diane Lapp. *Using Data to Focus Instructional Improvement*. Alexandria: ASCD, 2013. Print.
- Kagan, Spencer, and Miguel Kagan. *Kagan Cooperative Learning*. San Clemente: Kagan, 2009. Print.
- Leahy, Siobhan, Christine Lyon, Marnie Thompson, and Dylan William. "Classroom Assessment: Minute by Minute, Day by Day." *Educational Leadership* 63.3 (2005): 19-24. Print.
- Mageña, Sonny, and Robert J. Marzano. "Art and Science of Teaching / Using Polling Technologies to Close Feedback Gaps." *Educational Leadership* 17.6 (2014): 82-83. Print.
- Marzano, Robert J. "Art & Science of Teaching / Teaching Self-Efficacy with Personal Projects." *Educational Leadership* 69.8 (2012): 86-87. Print.
- Marzano, Robert J. "The Art and Science of Teaching / When Students Track Their Progress." *Educational Leadership* 67.4 (2009): 86-87. Print.
- Marzano, Robert J., Debra Pickering, and Tammy Heflebower. *The Highly Engaged Classroom*. Bloomington, IN: Marzano Research, 2011. Print.
- Marzano, Robert J. *Formative Assessment & Standards-based Grading*. Bloomington: Marzano Research Laboratory, 2010. Print.
- Moon, Tonya R. "The Role of Assessment in Differentiation." *Theory Into Practice* 44.3 (2005): 226-33. Print.
- Moss, Connie M., and Susan M. Brookhart. *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*. Alexandria: Association for Supervision and Curriculum Development, 2009. Print.
- Moss, Connie M., and Susan M. Brookhart. *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*. Alexandria: Association for Supervision and Curriculum Development, 2009. Print.
- Nichols, Paul D. "What Is a Learning Progression?" *Pearson Assessment Bulletin*. Pearson Education, Feb. 2010. Web. 2 Apr. 2014.
- Popham, W. J. *Transformative Assessment*. Alexandria: Association for Supervision and Curriculum Development, 2008. Print.
- Rollins, Suzy P. *Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success*. Alexandria: Association for Supervision and Curriculum Development, 2014. Print.



- Shepard, Lorrie. "Linking Formative Assessment to Scaffolding." *Educational Leadership* 63.3 (2005): 66-70. Print.
- Stiggins, Rick, and Jan Chappuis. "What a Difference a Word Makes: Assessment for Learning Rather than Assessment of Learning Helps Students Succeed." *Journal of Staff Development* 27.1 (2006): 10-14. Print.
- Stiggins, Rick. "Assessment Through the Student's Eyes." *Educational Leadership* 64.8 (2007): 22-26. Print.
- Tomlinson, Carol A., and Tonya ASCD R. Moon. *Assessment and Student Success in a Differentiated Classroom*. Alexandria: ASCD, 2013. Print.
- Tomlinson, Carol A. "The Bridge Between Today's Lesson and Tomorrow's." *Educational Leadership* 71.6 (2014): 10-14. Print.
- Tomlinson, Carol. "Learning to Love Assessment." *Educational Leadership* 65.4 (2007): 8-13. Print. Vanderhye, Cecilia, and Cynthia Zmijewski Demers. "Assessing Students' Understanding through Conversations." *Teaching Children Mathematics* 14.5 (2007): 260-64. Print.
- Vatterott, Cathy. "Student-Owned Homework." *Educational Leadership* 71.6 (2014): 39-42. Print. Wiggins, Grant. "Seven Keys to Effective Feedback." *Educational Leadership* 70.1 (2012): 10-16. Print. William, Dylan. "The Right Questions, The Right Way." *Educational Leadership* 71.4 (2014): 16-19. Print. Wormeli, Rick. *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*. Portland: Stenhouse, 2006. Print.

**English Language Learners (Ells} for Therapists**  
**Online Professional Learning Course**

**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 about 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 PAEC 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, PAEC instructional staff, and district stakeholders. This information is used as a metric in the PAEC 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:

Professional learning implementation assignment:

Quality of participation in the PAEC Professional ePDC, 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?**

PAEC, 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: 2-100-003**

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.

#### **References and Resources:**

##### **Unit 1 References and Resources:**

Academy of Orton-Gillingham Practitioners and Educators. *Who were Orton and Gillingham?*

Retrieved from <https://www.ortonacademy.org/resources/who-were-orton-and-gillingham/>  
Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge  
Massachusetts Institute of Technology.

Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a nation of readers: The report of the commission on reading*. Champaign, IL: The Center for the Study of Reading and The National Academy of Education.

Beck, I., & Beck, M.E. (2013). *Making sense of phonics: The hows and whys* (2<sup>nd</sup> ed.). New York: Guilford Press.

Betts, E.A. (1936). *The prevention and correction of reading difficulties*. Evanston, IL: Row, Peterson and Company.

Biancarosa, C., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.



Birsh, J. R. (2018). Connecting research and practice. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 2-34). Baltimore, MD: Paul H. Brookes Co.

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4<sup>th</sup> ed.). Baltimore, MD: Paul H. Brookes Co.

Catts, H. W., Adlof, S. M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of Speech, Language, and hearing Research*, 49, 278-293.

Catts, H. W., Hogan, T. P., & Few, M. E. (2003). Subgrouping poor readers on the basis of individual differences in reading-related abilities. *Journal of Learning Disabilities*, 36(2), 151-164.

Center for Applied and Specialized Technology. (2010). *UDL at a glance* [video file]. Retrieved from <https://youtu.be/bDvKnY0g6e4>

Center for Applied Special Technology. (2018). *The UDL guidelines*. Retrieved from <http://udlguidelines.cast.org/>

Center for Applied and Specialized Technology. *Free learning tools*. Retrieved from <http://www.cast.org/our-work/learning-tools.html#.XDiyOlXKjIU>

Center for the Study of Reading, University of Illinois. (1985). *Becoming a nation of readers: The report of the commission on reading*. Retrieved from <https://files.eric.ed.gov/fulltext/ED253865.pdf>

[Center for Parent Information and Resources. \(2017\). \*Parental Rights Under IDEA\*. Retrieved from https://www.parentcenterhub.org/parental-rights/](https://www.parentcenterhub.org/parental-rights/)  
[Chall, J.S. \(1996\). \*Stages of reading development\*. San Diego, CA: Harcourt Brace & Company.](#)

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). *Report of the national reading panel: Teaching children to read: Reports of the subgroups (00-4754)*. Washington, DC: U.S. Government Printing Office.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001). *Put reading first: Helping your child learn to read*. Washington, DC: U.S. Government Printing Office.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: U.S. Government Printing Office.

Eunice Kennedy Shriver National Institute of Child Health and Human Development. (n.d.). What are reading disorders? Retrieved from <https://www.nichd.nih.gov/health/topics/reading/conditioninfo/pages/disorders.aspx>

Evans, M.A., & Carr, T.H. (1985). Cognitive abilities, conditions of learning, and the early development of reading skill. *Reading Research Quarterly*, 20.

Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2010, February). *The simple view of reading: Research of importance to all educators*. Retrieved from <https://www.cdl.org/articles/the-simple-view-of-reading/>

Farrell, M.L., & White, N.C. (2018). Structured Literacy Instruction. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 2-34). Baltimore, MD: Paul H. Brookes Co.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford Press.

Florida Department of Education. (2011). *Reading endorsement competencies*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/reading-endorsement.stml>

Florida Department of Education. (2015). *Guiding tools for instructional problem solving*. Retrieved from <http://www.florida-rti.org/gtips/index.html#introduction>

Florida Department of Education. (2018). *2018-2019 K-12 comprehensive research-based reading plans*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/1819-readingplan.stml>

Florida Department of Education. *About CPALMS*. Retrieved from [http://www.cpalms.org/CPALMS/about\\_us.aspx](http://www.cpalms.org/CPALMS/about_us.aspx)

Florida Department of Education. *The ACCESS Project*. Retrieved from <https://accesstofls.weebly.com/>

Florida Department of Education. *Educator resources*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/resources.stml>

Florida Department of Education. *Effective tiered instruction for literacy*. Retrieved from [http://www.floridarti.usf.edu/resources/factsheets/tiered\\_literacy.pdf](http://www.floridarti.usf.edu/resources/factsheets/tiered_literacy.pdf)

Florida Department of Education. Florida's common core standards interactive timeline. Retrieved from <http://www.fldoe.org/core/fileparse.php/7731/urlt/0074706-timeline.pdf>

Florida Department of Education. *Florida's multi-tiered system of supports*. Retrieved from <http://www.florida-rti.org/index.htm>

Florida Department of Education. *FSA writing professional development*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/fsa-pd.stml>

Florida Department of Education. *Just read, Florida!* Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/>

Florida Department of Education. *Just take 20*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/educators/>

Florida Department of Education. *MTSS implementation components ensuring common language and*

*understanding*. Retrieved from

[http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf)

Florida Department of Education. *Reading model lesson series*. Retrieved from <http://rmls.florida-ese.org/#/home>

Florida Department of Education. *Teacher toolkit*. Retrieved from

<http://www.fldoe.org/academics/standards/just-read-fl/teacher-toolkit.stml>

Florida Department of Education. *Universal design for learning: The three principles*. Retrieved from [https://at-udl.com/tutorials/udl\\_principles/](https://at-udl.com/tutorials/udl_principles/)

Florida Department of Education. *What is special about special education? Specially designed instruction for students with disabilities within a multi-tiered system of supports*. Retrieved from

[http://www.floridarti.usf.edu/resources/format/pdf/specially\\_designed\\_instruction.pdf](http://www.floridarti.usf.edu/resources/format/pdf/specially_designed_instruction.pdf)

Florida Department of State. (2011). *Reading endorsement competencies*. Retrieved from

<https://www.flrules.org/gateway/RuleNo.asp?title=CERTIFICATION&ID=6A-4.0163>

Florida Department of Education. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 administration manual*. Retrieved from

<http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312AdminManual.pdf>

Florida State University. (2006). *Empowering teachers*. Retrieved from

<http://www.fcrr.org/assessment/ET/index.html>

Florida State University. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 technical manual*. Retrieved from

<http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312TechManual.pdf>

Florida State University. *Florida center for reading research (FCRR)*. Retrieved from <http://www.fcrr.org/>

Gillis, M. (2017, February 24). *What is dyslexia?* [Video file]. Retrieved from

<https://www.youtube.com/watch?v=kE3DqJP-nkl>

Goodman, K. (1967). Reading: a psycholinguistic guessing game. *Journal of the Reading Specialist*, 6, 126–35.

Gough, P.B., & Tunmer, W.E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

Houghton Mifflin Harcourt. (1997). *The role of phonics*. Retrieved from

<https://www.eduplace.com/rdg/res/teach/phcs.html>

Hulme, C., & Snowling, M. J. (2009). *Developmental disorders of language learning and cognition*. Malden, MA: Wiley-Blackwell.

Hulme, C., & Snowling, M. J. (2011). Children's reading comprehension difficulties: Nature, causes, and treatments. *Current Directions in Psychological Science*, 20(3), 139-142.

International Dyslexia Association. (2016, January). *Essa gives states more control, targets needs of struggling readers*. Retrieved from

<https://dyslexiaida.org/essa-gives-states-more-control-targets-needs-of-struggling-readers/>

International Dyslexia Association. (2018, March). *Knowledge and practice standards for teachers of reading*. Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>

International Dyslexia Association. Definition of dyslexia. Retrieved from <http://eida.org/definition-of-dyslexia/>

International Dyslexia Association. *History of the IDA*. Retrieved from <https://dyslexiaida.org/history-of-the-ida/>

Institute of Education Sciences. (2009). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades*. Retrieved from

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_reading\\_pg\\_021809.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf)

Kearns, D.M., Hancock, R., Hoefft, F., Pugh, K.R., Frost, S.J. (2019). *The Neurobiology of Dyslexia. Teaching Exceptional Children*, 51(3), 175-188.

Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: John Wiley & Sons, Inc.

Learning Disabilities Association of America. (2017). *5 Questions Parents and Educators Can Ask to Start Conversations About Terms Like Learning Disabilities, Dyslexia, Dyscalculia, and Dysgraphia*. Retrieved from

<https://ldaamerica.org/wp-content/uploads/2017/06/SLD-Conversations-final.pdf>

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore, MD: The International Dyslexia Association.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Moats, L.C. (2020). *Speech to print: Language essentials for teachers* (3<sup>rd</sup> ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Nation, K., Clarke, P., Marshall, C. M., & Durand, M. (2004) Hidden language impairment in children: Parallels between poor reading comprehension and specific language impairment. *Journal of Speech, Language, and Hearing Research*, 47, 199-211.

Nation, K. (2005). Children's reading comprehension difficulties. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 248-265). Oxford, UK: Blackwell.

National Center for Education Statistics. (2018). *About NAEP: A common measure of student achievement*. Retrieved from <https://nces.ed.gov/nationsreportcard/about/>

National Governors Association Center for Best Practices and Council of Chief State School Officers. *Key shifts in english language arts*. Retrieved from <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

National Institute for Direct Instruction. *Project follow through*. Retrieved from <https://www.nifdi.org/what-is-di/project-follow-through>

Ohio History Central. *McGuffey's reader*. Retrieved from [http://www.ohiohistorycentral.org/w/McGuffey's\\_Reader?rec=1469](http://www.ohiohistorycentral.org/w/McGuffey's_Reader?rec=1469)

Reading Rockets. *Beginning to read: Thinking and learning about print*. Retrieved from <http://www.readingrockets.org/articles/researchbytopic/4831>

Reading Rockets. *Learning to read: The great debate*. Retrieved from <http://www.readingrockets.org/articles/researchbytopic/4853>

Reading Rockets. *The Simple View of Reading*. Retrieved from <https://www.readingrockets.org/article/simple-view-reading>

Snow, C.E., Burns, M.S., & Griffen, P. (2001). Preventing reading difficulties in young children. In National Research Council, *Early Childhood Development and Learning: New Knowledge for Policy* (pp. 42-56). Washington, DC: The National Academies Press.

Stanley, C. & Petscher, Y. (2017). *Defining Dyslexia*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>

Torgeson, J.K., Foorman, B.R., & Wagner, R.K. (n.d.). (2012). *Dyslexia: A Brief for Educators, Parents, and Legislators in Florida - FCRR Technical Report #8*. Retrieved from <https://files.eric.ed.gov/fulltext/ED542605.pdf>

Understood for All. (2016). *Dyslexia and the Brain*. Retrieved from <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/dyslexia/video-dyslexia-and-the-brain>

Understood for All. (2017). *What is Dyslexia? Dyslexia Explained*. Retrieved from <https://youtu.be/kE3DqJP-nkl>

University of Virginia. (2005). *Reading with and without Dick and Jane*. Retrieved from <https://rarebookschool.org/2005/exhibitions/dickandjane.shtml>

U.S. Department of Education. (2004, May). *No child left behind*. Retrieved from <https://www2.ed.gov/policy/elsec/leg/esea02/index.html>

U.S. Department of Education. (2009, July). *Reading first*. Retrieved from <https://www2.ed.gov/programs/readingfirst/support/index.html>

U.S. Department of Education. (2015). *Dear Colleague: Dyslexia Guidance*. Retrieved from <https://www2.ed.gov/policy/speced/guid/idea/memosdcrltrs/guidance-on-dyslexia-10-2015.pdf>

Vellutino, F.R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry* 45(1), 2-40.

## Unit 2 References and Resources:

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge Massachusetts Institute of Technology.

Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore, MD: Paul H. Brookes Publishing Co.

Adams, J., Treiman, R., & Pressley, M. (1998). Reading, Writing, and Literacy. In I. E. Sigel, & K. A. Renninger (Eds.), *Handbook of Child Psychology: Child Psychology in Practice* (pp. 275-355). New York: Wiley.

A. Gierut, Judith. (1998). Natural domains of cyclicity in phonological acquisition. *Clinical Linguistics & Phonetics*, 12, 481-99. 10.3109/02699209808985239.

Anthony, J.L., & Francis, D.J. (2005). Development of phonological awareness. *Current Directions in Psychological Science*, 14(5), 255-259.

Ashby, J., Dix, H., Bontrager, M., Dey, R., & Archer, A. (2013). Phonemic awareness contributes to text reading fluency: Evidence from eye movements. *School Psychology Review*, 42(2), 157-170.

Ball, E., & Blackman, B.A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and development in spelling? *Reading Research Quarterly*, 26, 49-66.

Birsh, J. R. (2018). Connecting research and practice. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 2-34). Baltimore, MD: Paul H. Brookes Co.

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4<sup>th</sup> ed.). Baltimore, MD: Paul H. Brookes Co.

Blachman, B. A. (1997). Early intervention and phonological awareness: A cautionary tale. In B. A. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention* (pp. 409-430). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

- Blachman, B. A. (1997). Early intervention and phonological awareness: A cautionary tale. In B. A. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention* (pp. 409-430). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Booth, J.R., Mehdiratta, N., Burman, D.D., & Bitan, T. (2008). Developmental increases in effective connectivity to brain regions involved in phonological processing during tasks with orthographic demands. *Brain Research*, 1189, 78-89.
- Caravolas, M., Volin, J., & Hulme, C. (2005). Phoneme awareness is a key component of alphabetic literacy skills in consistent and inconsistent orthographies: Evidence from Czech and English children. *Journal Experimental Child Psychology*, 92, 107-139. doi:10.1016/j.jecp.2005.04.003
- Chard, D. J., & Dickson, S. V. (1999). Phonological awareness: Instructional and assessment guidelines. *Intervention in School and Clinic*, 34, 261-270.
- de Jong, P.F., & van der Leij, A. (2002). Effects of phonological abilities and linguistic comprehension on the development of reading. *Scientific Studies of Reading*, 6(1), 51-77.
- Elkonin, D. (1971). *Development of Speech*. In A.V. Zaporozhets and D. B. Elkonin (Eds.). *The Psychology of Preschool Children*. Cambridge, MA: M.I.T. Press.
- Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). *Report of the national reading panel: Teaching children to read: Reports of the subgroups (00-4754)*. Washington, DC: U.S. Government Printing Office.
- Farrell, M.L., & White, N.C. (2018). Structured Literacy Instruction. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 2-34). Baltimore, MD: Paul H. Brookes Co.
- Florida Department of Education. (2018). *2018-2019 K-12 comprehensive research-based reading plans*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/1819-readingplan.stml>
- Florida Department of Education. *Reading model lesson series*. Retrieved from <http://rmls.florida-ese.org/#/section/4/PhonologicalAwarenessLessons/296498267>
- Florida Department of Education. *Teacher toolkit*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/teacher-toolkit.stml>
- Florida Department of Education. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 administration manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312AdminManual.pdf>
- Florida State University. (2006). *Empowering teachers*. Retrieved from <http://www.fcrr.org/assessment/ET/index.html>



Florida State University. (2004-2008). *Student center activities*. Retrieved from [http://www.fcrr.org/resources/resources\\_sca.html](http://www.fcrr.org/resources/resources_sca.html)

Florida State University. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 technical manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312TechManual.pdf>

Goswami, Usha. (2000). Phonological representations, reading development and dyslexia: Towards a cross-linguistic theoretical framework. *Dyslexia*, 6(2), 133-151.

Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: John Wiley & Sons, Inc.

Kilpatrick, D.A. (2012a). Phonological segmentation assessment is not enough: A comparison of three phonological awareness tests with first and second graders. *Canadian Journal of School Psychology*, 27(2), 150-165.

Kilpatrick, D.A. (2012b). Not all phonological awareness tests are created equal: Considering the practical validity of phonological manipulation vs. segmentation. *Communique: Newspaper of the National Association of School Psychologists*, 40(6), 31-33.

Kilpatrick, D.A., & McInnis, P.J. (2015). *The phonological awareness screening test*. Hoboken, NJ: John Wiley & Sons, Inc.

Kosanovich, M. (2012). *Using instructional routines to differentiate instruction: A guide for teachers*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Lane, H.B. (2014, November). UFLI blendable sounds: A quick review [Video file]. Retrieved from <https://youtu.be/b78icf-bB7Q>

Lane, H. B., & Hayes, L.F. (2015). Keeping the big picture in mind: Using a reading conceptual framework to guide teacher learning. *Journal of Reading Education*, 40(2), 19-26.

Linkersdorfer, J., Jurcoane, A., Lindbert, S., Kaiser, J., Hasselhorn, M., Fieback, C.J., & Lonnemann, J. (2015). The association between gray matter volume and reading proficiency: A longitudinal study of beginning readers. *Journal of Cognitive Neuroscience*, 27(2), 308-318. doi:10.11162/jocn\_a\_00710

Lipka, O., Lesaux, N.K., & Siegel, L.S. (2006). Retrospective analyses of the reading development of grade 4 students with reading disabilities: Risk status and profiles over 5 years. *Journal of Learning Disabilities*, 39(4), 364-378.

Melby-Lervag, M., Lyster, S.A.H., & Hulme, C. (2012). *Phonological skills and their role in learning to read: A meta-analytic review*. Washington, DC: American Psychological Association.

Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.



Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2<sup>nd</sup> ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Morrow, V. (2001). Using qualitative methods to elicit young people's perspectives on their environments: Some ideas for community health initiatives. *Health Education Research*, 16(3), 255–268.

National Center on Intensive Intervention. *Phonemic awareness: Phoneme segmentation*. Retrieved from [https://intensiveintervention.org/sites/default/files/Phoneme\\_Segmentation\\_508.pdf](https://intensiveintervention.org/sites/default/files/Phoneme_Segmentation_508.pdf)

O'Connor, R., Notari-Syverson, A., & Vadasy, P. (1998a). First-grade effects of teacher-led phonological activities in kindergarten for children with mild disabilities: A follow-up study. *Learning Disabilities Research and Practice*, 13, 43-52.

Paulson, L.H. (2018). Teaching phonemic awareness. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 205-255). Baltimore, MD: Paul H. Brookes Co.

Pullen, P.C., & Lane, H. B. (2014). Teacher-directed decoding practice with manipulative letters and word reading skill development of struggling first grade students. *Exceptionality*, 22(1), 1-16.

Reading Rockets. *Elkonin boxes*. Retrieved from [http://www.readingrockets.org/strategies/elkonin\\_boxes](http://www.readingrockets.org/strategies/elkonin_boxes)

Reading Rockets. *The development of phonological skills*. Retrieved from <http://www.readingrockets.org/article/development-phonological-skills>

Richlan, F. (2014). Functional neuroanatomy of developmental dyslexia: The role of orthographic depth. *Frontiers in Human Neuroscience*, 8, 347. doi:10.3389/fnhum.2014.00347

Swank, L.K., & Catts, H.W. (1994). Phonological awareness and written word decoding. *Language, Speech, and Hearing Services in Schools*, 25, 9-14.

Tanka, H., Black, J.M., Hulme, C., Standley, L.M., Kesler, S.R., Whitfield-Gabrieli, S., ...Hoeft, F. (2011). The brain basis of the phonological deficit in dyslexia is independent of IQ. *Psychological Science*, 22(11), 1442-1451. doi:10.1177/0956797611419521

Torgesen, J.K. (1999). Phonologically based reading disabilities: Toward a coherent theory of one kind of learning disability. In R.J. Sternberg & L. Spear-Swerling (Eds.), *Perspectives on learning disabilities* (pp. 231–262). New Haven: Westview Press.

Torgesen, Joseph & Mathes, Patricia. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. Austin, TX: PRO-ED.

Uhry, J.K. (1999). Invented spelling in kindergarten: The relationship with finger-point reading. *Reading and Writing: An Interdisciplinary Journal*, 11, 192-212.

University of Texas System/Texas Education Agency. (2004). *Foundations of reading: Effective phonological awareness instruction and progress monitoring*. Retrieved from [Foundations of Reading: Effective Phonology Awareness Instruction and Progress Monitoring](#)

Vaessen, A., & Blomert, L. (2010). Long-term cognitive dynamics of fluent reading development. *Journal of Experimental Child Psychology*, 105(3), 213-231.

Verhagen, C. (2012). *Student center activities aligned to the common core state standards in English language arts and literacy in history/social studies, science, and technical subjects K-5*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Wagner, R. K., & Torgesen, J. K. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. *Psychological Bulletin*, 101, 192-212.

Wagner, R.K., Torgesen, J.K., Rashotte, C.A., & Pearson, N.A. (2013). *Comprehensive test of phonological processing* (2<sup>nd</sup> ed.). Austin, TX: PRO-ED.

Wagner, R.K., Torgesen, J.K., & Rashotte, C.A. (1994). Development of reading-related phonological processing abilities: New evidence of bidirectional causality from a latent variable longitudinal study. *Developmental Psychology* 30(1), 73.

### Unit 3 References and Resources:

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge Massachusetts Institute of Technology.

Beck, I.L., & Beck, M.E. (2013). *Making sense of phonics: The hows and whys* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4<sup>th</sup> ed.). Baltimore, MD: Paul H. Brookes Co.

Blevins, W. (2017). *Teaching phonics and word study in the intermediate grades*. New York, NY: Scholastic, Inc.

Carreker, S. (2018). Teaching reading: Accurate decoding. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 338-388). Baltimore, MD: Paul H. Brookes Co.

Chall, J. S. (1983). *Stages of reading development*. New York: McGraw-Hill.

Chall, J. S. (1996). *Stages of reading development* (2nd ed.). Fort Worth: Harcourt Brace Jovanovic College Publishers.

Ehri, L. C. (1995). Phases of development in learning to read words by sight. *Journal of Research in Reading*, 18, 116-125.

Ehri, L. C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 3-40).

Ehri, L.C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 9(2), 167-188.

Ehri, L.C. (2013). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading*, 18(1), 5-21.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). *Report of the national reading panel: Teaching children to read: Reports of the subgroups (00-4754)*. Washington, DC: U.S. Government Printing Office.

Florida Department of Education. (2018). *2018-2019 K-12 comprehensive research-based reading plans*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/1819-readingplan.stml>

Florida Department of Education. *About CPALMS*. Retrieved from [http://www.cpalms.org/CPALMS/about\\_us.aspx](http://www.cpalms.org/CPALMS/about_us.aspx)

Florida Department of Education. *Reading model lesson series*. Retrieved from <http://rmls.florida-ese.org/#/section/2/PhonicsLessons/296503416>

Florida Department of Education. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 administration manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312AdminManual.pdf>

Florida State University. (2006). *Empowering teachers*. Retrieved from <http://www.fcrr.org/assessment/ET/index.html>

Florida State University. (2004-2008). *Student center activities*. Retrieved from [http://www.fcrr.org/resources/resources\\_sca.html](http://www.fcrr.org/resources/resources_sca.html)

Florida State University. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 technical manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312TechManual.pdf>

Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90(1), 37-55. <http://dx.doi.org/10.1037/0022-0663.90.1.3>

Hanna, P.R., Hanna, J.S., Hodges, R.E., & Ruforf, H. (1966). *Phoneme-grapheme correspondences as cues to spelling improvement*. Washington, DC: U.S. Office of Education Cooperative Research.

Henry, M.K. (2010). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore, MD: Paul H. Brookes Publishing Co.

Herron, 2013. (2013). *SpellTalk Discussion Group*. Retrieved from [spelltalk@listserve.com](mailto:spelltalk@listserve.com)

Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: John Wiley & Sons, Inc.

Lane, H.B., & Hayes, L.F. (2015). Keeping the big picture in mind: Using a reading conceptual framework to guide teacher learning. *Journal of Reading Education*, 40(2), 19-26.\_

Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2<sup>nd</sup> ed.). Baltimore, MD: Paul H. Brookes Publishing Co.\_

National Institute for Literacy. (2006). *Put reading first: Kindergarten through grade 3 . The research building blocks for teaching children to read. 3<sup>rd</sup> edition*. Retrieved from <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Perfetti, C., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading*, 18, 22-37. doi: 10.1080/10888438.2013.827687

Pullen, P.C., & Lane, H.B. (2014). Teacher directed decoding practice with manipulative letters and decoding skills of struggling first grade students. *Exceptionality*, 22, 1-16. doi: 10.1080/09362835.2014.865952

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. New York, NY: Basic Books.

Stahl, S.A., & Murray, B. (1998). Issues involved in defining phonological awareness and its relation to early reading. In Metsala, J.L. & Ehri, L.C. (Eds.), *Word recognition in beginning literacy* (pp.65-87). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Torgesen, J.K. (2004b, March). *Bringing it all together: From phonemic awareness to fluency*. Paper presented at the CORE Literacy Leadership Summit. Retrieved from [http://www.fcrr.org/science/pdf/torgesen/core\\_pafluency.pdf](http://www.fcrr.org/science/pdf/torgesen/core_pafluency.pdf)

Understood.org. *14 phonics rules for reading and spelling*. Retrieved from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/14-phonics-rules-for-reading-and-spelling>

University of Texas System/Texas Education Agency. (2004). *Foundations of reading: Effective phonological awareness instruction and progress monitoring*. Retrieved from [Foundations of Reading: Effective Phonology Awareness Instruction and Progress Monitoring](#)

Wolf, M. (Ed.) (2001). *Dyslexia, fluency, and the brain*. Timonium, MD: York Press.

#### **Unit 4 References and Resources:**

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

Apel, K., Masterson, J., & Hart, P. (2004). Integration of language components in spelling. In E. Silliman & L. Wilkinson (Eds.), *Language and literacy in schools* (pp. 292-315). New York, NY: Guilford.

Bashir, A., & Hook, P. (2009). Fluency: A key link between word identification and comprehension. *Language, Speech, and Hearing Services in School, 40*, 196-200.

Baumann, J., Edwards, E., Font, G., Tereshinski, C., Kame'enui, E., & Olejnik, S. (2002). Teaching morphemic and contextual analysis to fifth grade students. *Reading Research Quarterly, 27*(2), 150-176.

Berninger, V.W., Abbott, R.D., Nagy, W., & Carlisle, J. (2010). Growth in phonological, orthographic, and morphological awareness in grades 1 to 6. *Journal of Psycholinguistic Research, 39*(2), 141-163. doi: 10.1007/s10936-009-9130-6

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4<sup>th</sup> ed.). Baltimore, MD: Paul H. Brookes Co.

Bowen, C. (2018). Brown's stages of syntactic and morphological development. Retrieved from [https://www.speech-language-therapy.com/index.php?option=com\\_content&view=article&id=33:brown&catid=2:uncategorised&Itemid=117](https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=33:brown&catid=2:uncategorised&Itemid=117)

Bowers, P.N., & Kirby, J.R. (2010). Effects of morphological instruction on vocabulary acquisition. *Reading and Writing: An Interdisciplinary Journal, 23*, 515-537.

Bowers, P.N., Kirby, J.R., & Deacon, S.H. (2010). The effects of morphological instruction on literacy skills: A systematic review of the literature. *Review of Educational Research, 80*, 144-179.

Bowers, P.N. & Cooke. (2012). Morphology and the common core: Building understanding of the written word. *Perspectives on Language and Literacy, 31-35*.

Carlisle, J. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and Writing: An Interdisciplinary Journal, 12*(3), 169-190.

Carlisle, J., & Stone, C. (2005). Exploring the role of morphemes in word reading. *Reading Research Quarterly, 40*(4), 428-449.

Carreker, S. (2018). Teaching reading: Accurate decoding. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 338-388). Baltimore, MD: Paul H. Brookes Co.

Farrell, M. L., & White, N.C. (2018). Structured Literacy Instruction. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 35-80). Baltimore, MD: Paul H. Brookes Co.

Florida Department of Education. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 administration manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312AdminManual.pdf>

Florida Department of Education. (2018). *2018-2019 K-12 comprehensive research-based reading plans*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/1819-readingplan.stml>

Florida State University. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 technical manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312TechManual.pdf>

Foorman, B.R., & Schatschneider, C. (1997). Beyond alphabetic reading: Comments on Torgeson's prevention studies. *Journal of Academic Language Therapy*, 1, 59-65.

Genishi, C. (1998). Young children's oral language development. Retrieved from <http://www.readingrockets.org/article/young-childrens-oral-language-development>

Goodwin, A.P., Petscher, Y., Carlisle, J.F., & Mitchell, A.M. (2017). Exploring the dimensionality of morphological knowledge for adolescent readers. *Journal of Research in Reading*, 40(1), 91-117. Doi:10.1111/1476-9817.12064

Green, L., McCutchen, D., Schwiebert, C., Quinlan, T., Eva-Wood, A., & Juelis, J. (2003). Morphological development in children's writing. *Journal of Educational Psychology*, 95(4), 752-761.

Henry, M.K. (2018). The history and structure of written English. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 540-557). Baltimore, MD: Paul H. Brookes Co.

Katz, L. (2004). An investigation of the relationship of morphological awareness to reading comprehension in fourth and sixth graders. (Doctoral dissertation, University of Michigan, 2004). *Dissertation Abstracts International*, 65, 2138.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Nagy, W., & Anderson, R. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19, 304-329.

Nagy, W., & Scott, C. (2000). Vocabulary processes. In M. Kamil, P. Mosenthal, P. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol.3, pp.269-284). Mahwah, NJ: Lawrence Erlbaum Associates.

Nagy, W., Berninger, V., & Abbott, R. (2006) Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle-school students. *Journal of Educational Psychology*, 98(1), 134-147.

Nippold, M.A. (2017). Reading comprehension deficits in adolescents: Addressing underlying language abilities. *Language, Speech, and Hearing Services in Schools*, 48(2), 125-131.

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. New York, NY: Basic Books.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York, NY, US: Alfred A. Knopf.

Snow, C., Griffin, P., & Burns, S. (Eds.). (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass.

Soifer, L.H. (2018). Oral language development and its relationship to literacy. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 82-139). Baltimore, MD: Paul H. Brookes Co.

Thomas, A. (2012). *Building vocabulary through morphemes: Using word parts to unlock meaning*. Retrieved from <https://www.cdl.org/articles/building-vocabulary-through-morphemes/>

Troia, G. (2004). Building word recognition skills through empirically validated instructional practices: Collaborative efforts of speech-language pathologists and teachers. In E. Silliman & L. Wilkinson (Eds.), *Language and literacy learning in schools* (pp.98-129). New York, NY: Guilford.

### Unit 5 References and Resources:

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4<sup>th</sup> ed.). Baltimore, MD: Paul H. Brookes Co.

Bowen, C. (2018). Brown's stages of syntactic and morphological development. Retrieved from [https://www.speech-language-therapy.com/index.php?option=com\\_content&view=article&id=33:brown&catid=2:uncategorised&Itemid=117](https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=33:brown&catid=2:uncategorised&Itemid=117)

Farrell, M.L., & White, N.C. (2018). Structured Literacy Instruction. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 2-34). Baltimore, MD: Paul H. Brookes Co.

Florida Department of Education. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 administration manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312AdminManual.pdf>

Florida Department of Education. (2018). *2018-2019 K-12 comprehensive research-based reading plans*. Retrieved from <http://www.fldoe.org/academics/standards/just-read-fl/1819-readingplan.html>

Florida Department of Education. *About CPALMS*. Retrieved from [http://www.cpalms.org/CPALMS/about\\_us.aspx](http://www.cpalms.org/CPALMS/about_us.aspx)

Florida State University. (2004-2008). *Student center activities*. Retrieved from [http://www.fcrr.org/resources/resources\\_sca.html](http://www.fcrr.org/resources/resources_sca.html)

Florida State University. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 technical manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312TechManual.pdf>

International Dyslexia Association. *Effective Reading Instruction*. Retrieved from <https://dyslexiaida.org/effective-reading-instruction/>

Intervention Central. *Sentence Combining: Teaching Rules of Sentence Structure by Doing*. Retrieved from <https://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing>

Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.



Reading Rockets. *Sentence Combining*. Retrieved from  
[http://www.readingrockets.org/strategies/sentence\\_combining](http://www.readingrockets.org/strategies/sentence_combining)

Soifer, L.H. (2018). Oral language development and its relationship to literacy. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 82-139). Baltimore, MD: Paul H. Brookes Co.

#### Unit 6 References and Resources:

Baker, Simmons, and Kame'enui. (1997). Vocabulary acquisition: Research bases. In Simmons, D. C. and Kame'enui, E. J. (Eds.), *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Erlbaum.

Bates, E., Marchman, V., Tahl, D., Fenson, L., Dale, P., Reznick, J, Reilly, J., & Hartung, J. (1994). Developmental and stylistic variation in the composition of early vocabulary. *Journal of Child Language*, 21, 85-103.

Beck, I.L., & McKeown, M.G. (2005). *Elements of reading: Vocabulary*. Austin, TX: Harcourt Achieve Inc.

Beck, I.L., McKeown, M.G. & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Beck, I.L., McKeown, M.G., & Kucan, L. (2013). *Bringing Words to Life: Robust Vocabulary Instruction, 2<sup>nd</sup> Edition*. New York, NY: Guilford Press.

Beck, I., & Perfetti, C., & McKeown, M. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74(4), 506-521.

Beimiller, A. (2001). Teaching vocabulary: Early, direct, and sequential. *The American Educator*, 25(1), 24-28.

Biemiller, A. (2005). Size and Sequence in Vocabulary Development: Implications for Choosing Words for Primary Grade Vocabulary Instruction. In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 223-242). Mahwah, NJ: Lawrence Erlbaum.

Biemiller, A. (2012). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research in practice* (2<sup>nd</sup> ed., pp.28-40). New York, NY: Guildford Press.

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4<sup>th</sup> ed.). Baltimore, MD: Paul H. Brookes Co.

Carey, S., & Bartlett, E. (1978). Acquiring a single word. *Papers and Reports on Child Language Acquisition*, 15, 17-29.

Clark, R.E., Kirschner, P.A., & Sweller, J. (2012). Putting students on the path to learning: The case for fully guided instruction. *The American Educator*, 36(10), 6-11.



Cunningham, A.E., & Stanovich, K.E. (1997). What reading does for the mind. *American Educator/American Federation of Teachers, Spring/Summer*, 1-8. Retrieved from <https://www.aft.org/sites/default/files/periodicals/cunningham.pdf>

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). *Report of the national reading panel: Teaching children to read: Reports of the subgroups (00-4754)*. Washington, DC: U.S. Government Printing Office.

Florida Department of Education. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 administration manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312AdminManual.pdf>

Florida State University. (2014). *Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 technical manual*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312TechManual.pdf>

Gough, P.B., & Tunmer, W.E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

Hennessy, N.E. (2018). Working With word Meaning: Vocabulary Instruction. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 558-599). Baltimore, MD: Paul H. Brookes Co.

Honing, B., Diamond, L., Gutloha, G., & Mahler, A. (2000). CORE teaching reading sourcebook for kindergarten through eighth grade. Novato, CA: Arena Press. Consortium on Reading Excellence (CORE) <https://www.corelearn.com/files/TeachingReadingSourcebook2ESample.pdf>

Jones, C. *Multisensory vocabulary instruction: Guidelines and activities*. Retrieved from <http://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities>

Joshi, R. M. (2005). Vocabulary: A critical component of comprehension. *Reading & Writing Quarterly*, 21(3), 209-219.

Kamil, M. L., & Hiebert E. H. (2005). The teaching and learning of vocabulary: Perspectives and persistent issues. In E. H. Hiebert & M. Kamil (Eds.), *Teaching and learning vocabulary: Bringing scientific research to practice*. Mahwah, NJ: Erlbaum.

Lane, H.B., & Allen, S. (2010, February). The vocabulary-rich classroom: modeling sophisticated word use to promote word consciousness and vocabulary growth. *The Reading Teacher*, 63(5), 362–370.

McKeown, M. G., & Beck, I.L. (2004) Direct and rich vocabulary instruction. In J. F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction* (pp. 13-27). New York, NY: The Guilford Press.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Nagy, W.E., & Scott, J.A. (2000). Vocabulary processes. In M.L. Kamil, P.B. Mosenthal, P.D. Parson, & R. Barr (Eds.), *Handbook of reading research* (Vol. III, pp. 269-284). Mahwah, NJ: Lawrence Erlbaum Associates.

Nagy, W. (1998). *Teaching vocabulary to improve reading comprehension*. Newark, DE: International Reading Association.

Perfetti, C. A., & Adlof, S. M. (2012). Reading comprehension: A conceptual framework from word meaning to text meaning. In J. Sabatini & E. Albro (Eds.), *Assessing reading in the 21st century: Aligning and applying advances in the reading and measurement sciences*. Lanham, MD: Rowman & Littlefield Education

Perfetti, C., & Stafura, J. (2014). Word knowledge in a theory of comprehension. *Scientific Studies of Reading, 18*, 22-37.

Rayner K, Foorman B, Perfetti C, Pesetsky D, Seidenberg M. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest, 2*, 31–74.

Seidenberg, M.S., & McClelland, J.L. (1989). A distributed, developmental model of word recognition and naming. *Psychological Review, 96*(4), 523-568.

Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership, 69*(6), 58-62.

Smith, M.K. (1941). Measurement of the size of general English vocabulary through the elementary grades and high school. *Genetic Psychological Monographs, 24*, 311-345.

## 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

## REFERENCES

[https://video.search.yahoo.com/yhs/search;\\_ylt=AwrCwPT.sLBdoi4AWDkPxQt.;\\_ylu=X3oDMTEyYzl1Y2tIBGNvbG8DYmYxBHbVcwMxBHZ0aWQDQjg5MjJfMQRzZWMDc2M-?p=formative+assessment+for+differentiated+instruction&fr=yhs-pty-pty\\_email&hspart=pty&hsimp=yhs-pty\\_email](https://video.search.yahoo.com/yhs/search;_ylt=AwrCwPT.sLBdoi4AWDkPxQt.;_ylu=X3oDMTEyYzl1Y2tIBGNvbG8DYmYxBHbVcwMxBHZ0aWQDQjg5MjJfMQRzZWMDc2M-?p=formative+assessment+for+differentiated+instruction&fr=yhs-pty-pty_email&hspart=pty&hsimp=yhs-pty_email)

<http://inservice.ascd.org/formative-assessment-is-the-cornerstone-of-differentiated-instruction/>

Bennett, R. "Formative Assessment: Can the Claims for Effectiveness Be Sustained?" Educational Testing Service, 2009. p. 3. [http://www.iaea.info/documents/paper\\_4d5260ae.pdf](http://www.iaea.info/documents/paper_4d5260ae.pdf)

Black, P. and D. Wiliam. "Assessment and Classroom Learning." Assessment in Education, 5:1, March 1998. p. 12.

Black, P. and D. Wiliam. "Inside the Black Box: Raising Standards Through Classroom Assessment." Phi Delta Kappa, October 1998. p. 2. <http://faa-training.measuredprogress.org/documents/10157/15652/InsideBlackBox.pdf>

Clark, I. "Formative Assessment: Policy, Perspectives and Practice." Florida Journal of Educational & Administration Policy, 4:2, Spring 2011. p. 167

Dunn, K. and S. Mulvenon. "A Critical Review of Research on Formative Assessment: The Limited Scientific Evidence of the Impact of Formative Assessment in Education." Practical Assessment, Research & Evaluation, 14:7, March 2009. p.

<http://www.pareonline.net/pdf/v14n7.pdf> 3 Bullet points quoted from: Chappuis, S. and R. Stiggins. "Classroom Assessment for Learning." Educational Leadership, 60:1, September 2002. P3

<http://hssdnewteachers.pbworks.com/w/file/50394085/Classroom.Assessment.for.Learning.Chappuis.pdf>

Hattie, John Australian Journal of Education, vol. 34, 3: pp. 249-276., Nov 1, 1990.

Menucha Birenbaum, Christopher DeLuca, Lorna Earl, Margaret Heritage, Val Klenowski, Anne Looney, Kari Smith, Helen Timperley, Louis Volante, Claire Wyatt-Smith  
Policy Futures in Education, vol. 13, 1: pp. 117-140., April 21, 2015.

## **FOUNDATIONS OF EXCEPTIONAL EDUCATION (PDA)**

### **COMPONENT IDENTIFIER NUMBER:**

**8-103-002**

**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 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.fldoe.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>.
  - Cooperative Extension System. (2015). *Adapting the Child Care Environment for Children with Special Needs*. <http://articles.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs>
  - Dewar, Gwen, Ph.D. (2011-2015). *Teaching self-control: Evidence-based tips*. Parenting Science. Retrieved from <http://www.parentingscience.com/teaching-self-control.html>.
  - Fox, Lisa and Lentini, Rochelle Harper. (2006). *"You Got It!" Teaching Social and Emotional Skills*. Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Beyond the Journal, Young Children on the Web. Retrieved from [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc\\_article\\_11\\_2006.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc_article_11_2006.pdf).
  - Gallaudet University, Laurent Clerc National Deaf Education Center. *The Stages of Listening and Speaking Development*. <https://www.gallaudet.edu/clerc-center/our-resources/cochlear-implant-education-center/navigating-a-forest-of-information/listening.html>
  - Mugurussa, Tiffani. (2013). *Creating Classroom Jobs*. Blog - Scholastic Teachers. Retrieved from <http://www.scholastic.com/teachers/top-teaching/2013/01/creating-classroom-jobs>.
  - 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](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 book study.

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

#### **REFERENCES**

##### **Resources & References**

##### **Unit 1 – Inclusion in Early Childhood**

Catlett, C., Smith, M. Bailey, A. & Gaylord, V. (Eds.). (Summer/Fall 2009). *Impact: Feature Issue on Early Childhood Education and Children with Disabilities*. 22(1). Institute on Community Integration, University of Minnesota. Retrieved from <https://ici.umn.edu/products/impact/221/221.pdf>.

Center for Applied Special Technology (CAST). (2016). *Universal Design for Learning*. <http://www.cast.org>

Children's Medical Services, Early Steps. Florida's early intervention system; services to eligible infants and toddlers (birth to thirty-six months) with delays or a condition likely to result in a developmental delay. [http://www.floridahealth.gov/AlternateSites/CMS-Kids/families/early\\_steps/early\\_steps.html](http://www.floridahealth.gov/AlternateSites/CMS-Kids/families/early_steps/early_steps.html)

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education*. Retrieved from <http://www.dec-sped.org/recommendedpractices>.

Early Childhood Technical Assistance Center (ECTA). (2016). *Practice Guides for Practitioners*. <http://ectacenter.org/decrp/type-pgpractitioner.asp>.

Early Childhood Technical Assistance Center (ECTA). (2016), *Performance Checklists*.

<http://ectacenter.org/decrp/type-checklists.asp>

FDOE Bureau of Exceptional Education and Student Services (BEESS). Early Education & Pre-Kindergarten Ages Three through Five: Definition, Contacts, State Laws and Regulations, Department of Education Resources. <http://www.fldoe.org/academics/exceptional-student-edu/early-education/>

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>

National Association for the Education of Young Children (NAEYC). (2016). *The Universal Design of Early Education Moving Forward for All Children*. Beyond the Journal/Young Children on the Web. Retrieved from <http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf>.

Technical Assistance and Training System (TATS). *Resources, downloadable family handouts; information about child outcomes and early education events/training in Florida*. <http://www.tats.ucf.edu>

Technical Assistance and Training System (TATS). (2009). *Universal Design for Learning in Prekindergarten (Pre-K) Classrooms*. <http://www.tats.ucf.edu/docs/eupdates/inclusion-6.pdf>

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>,

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

Battelle Developmental Inventory, Second Edition (BDI-2). Houghton, Mifflin, Highcourt. *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>
- US Department of Health and Human Services and US Department of Education. (2015). *Policy Statement on Inclusion of Students with Disabilities in Early Childhood Programs*. <http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>
- 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>
- USDOE Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of The Rehabilitation Act of 1973. <http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>
- USDOE Individuals with Disabilities Education Act (IDEA). 2004. *Federal law ensuring services to children with disabilities throughout the nation*. <http://idea.ed.gov>
- Yudin, Michael, USDOE Assistant Secretary for Special Education and Rehabilitative Services. (2016) *Promoting Inclusion at Bertha Alyce Early Childhood School*. Retrieved from <http://www.houstonpublicmedia.org/articles/news/2016/02/10/137268/how-one-preschool-promotes-inclusion-for-its-special-needs-students/>.

## Resources & References

### Unit 3: Communication Inclusive Practices and Accommodations

- American Speech-Language-Hearing Association (ASHA). *Acquiring English as a Second Language—What's "Normal," What's Not*. <http://www.asha.org/public/speech/development/easl.htm>
- American Speech-Language-Hearing Association (ASHA). *Augmentative and Alternative Communication*. <http://www.asha.org/public/speech/disorders/AAC/>



- American Speech-Language-Hearing Association (ASHA). *Early Detection of Speech, Language and Hearing Disorders*. <http://www.asha.org/public/Early-Detection-of-Speech-Language-and-Hearing-Disorders/>.
- American Speech-Language-Hearing Association (ASHA). *How Does Your Child Hear and Talk?* <http://www.asha.org/public/speech/development/chart/>
- American Speech-Language-Hearing Association (ASHA). *Identify the Signs of Communication Disorders*. <http://identifythesigns.org>
- American Speech-Language-Hearing Association (ASHA). *Second Language Acquisition*. <http://www.asha.org/public/speech/development/second/>
- Blagojevic, Bonnie Logue, Mary Ellin, Bennett-Armistead, V. Susan, Taylor, Billie, and Neal, Erika. (2011) *Take a Look! Visual Supports for Learning*. Teaching Young Children, Volume 4 No 5. Retrieved from [http://www.naeyc.org/files/tyc/file/V4N5/Take\\_a\\_look\\_visual\\_supports\\_for\\_learning.pdf](http://www.naeyc.org/files/tyc/file/V4N5/Take_a_look_visual_supports_for_learning.pdf).
- Bowen, C. (2011). *Table1: Intelligibility*. Retrieved from <http://www.speech-language-therapy.com/>.
- Center for Community Inclusion and Disability Studies, University of Maine. *Visual Supports Learning Links and Templates*. <https://ccids.umaine.edu/resources/visual-supports/>
- Center for Disease Control and Prevention (CDC) Learn the Signs. Act Early. *Developmental Milestones*. <http://www.cdc.gov/ncbddd/actearly/milestones/>
- Child Development Institute. *Language Development in Children*. [https://childdevelopmentinfo.com/child-development/language\\_development/](https://childdevelopmentinfo.com/child-development/language_development/)
- Communicate PA: Everyone Communicate. *A forum and resource for sharing and gathering information*. Retrieved from <https://communicatepa.wikispaces.com>.
- Fowler, Susan. (2014). *Visual Schedules and Checklists*. Teaching and Parenting Young Children with Special Needs. Retrieved from <http://illinoisearlylearning.org/blogs/sp-needs/sf-visual.htm>.
- Gallaudet University, Laurent Clerc National Deaf Education Center. *The Stages of Listening and Speaking Development*. <https://www.gallaudet.edu/clerc-center/our-resources/cochlear-implant-education-center/navigating-a-forest-of-information/listening.html>
- GreatSchools Staff. (2016). *How important is play in preschool?* Great! Schools. <http://www.greatschools.org/gk/articles/play-in-preschool/>
- Head Start, An Office of the Administration for Children and Families Early Childhood Learning and Knowledge Center. *Language Development—Strategies to Promote Receptive and Expressive Language*. [http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/lang\\_dev.html](http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/lang_dev.html)
- Head Start Center for Inclusion. *Visual Supports: “How-To” Directions*. <http://depts.washington.edu/hscenter/>
- Kidshealth.org.nz. (2014). *Speech Sound Development*. <http://www.kidshealth.org.nz/speech-sound-development>
- 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>.



- National Association for the Education of Young Children (NAEYC). Working with Dual Language Learners: Collection of four Young Children articles on considerations related to supporting young dual language learners and their families. Retrieved from <http://www.naeyc.org/membercontent/working-with-dual-language-learners>.
- National Information Center for Children and Youth with Disabilities. (1996). *General Information about Speech and Language Disorder*. Retrieved from <http://www.idonline.org/article/6336/>.
- National Institute on Deafness and Other Communication Disorders (NIDCD). (2014). *Speech and Language Developmental Milestones*. <https://www.nidcd.nih.gov/health/speech-and-language>
- National Institute on Deafness and Other Communication Disorders (NIDCD). *Directory of Organizations, Selected national organizations that provide information on communication disorders*. <https://directory.nidcd.nih.gov>
- Pics4Learning. *Free, copyright-friendly images for education*. <http://www.pics4learning.com/index.php>
- Playing with Words 365. (2013). *100 Days of Play: The Importance of Play for Speech and Language Development (with Tips)*. Blog by a licensed and credentialed pediatric Speech Language Pathologist. Retrieved from <http://www.playingwithwords365.com/2013/06/the-importance-of-play-for-speech-and-language-development/>.
- 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/>.
- PRO-ED, Inc. (1999). *Speech and Language Milestone Chart*. Retrieved from <http://www.idonline.org/article/6313/>.
- Talking Child LLC. (2003). *Speech & Articulation Development Chart*. <http://www.talkingchild.com/speechchart.html>
- The Internet Picture Dictionary. *Browse for images by letter or category*. <http://pdictionary.com>
- Zangari, Carole. (2013). *Visual Supports in Action: The Preschool Classroom*. Retrieved from <http://praacticalaac.org/uncategorized/visual-supports-in-action-the-preschool-classroom/>.

## Resources & References

### Unit 4: Social/Emotional Inclusive Practices and Accommodations

- Manaster, Hillary and Jobe, Maureen. (2012). *The Role of Relationships in Early Childhood Education*. Young Children. Retrieved from <https://www.naeyc.org/yc/files/yc/file/201211/Manaster.pdf>.
- Boyd, Judi, Barnett, W. Steven, Bodrova, Elena, Leong, Deborah J. and Gomby, Deanna. (2005). *Promoting Children's Social and Emotional Development Through Preschool Education*. National Institute for Early Education Research (NIEER). Retrieved from <http://nieer.org/resources/policyreports/report7.pdf>.
- Center for Early Childhood Mental Health Consultation. *Ideas for Teaching Children about Emotions*. Georgetown University Center for Child and Human Development (GUCCHD). Retrieved from <http://www.ecmhc.org/ideas/emotions.html>.

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL). National resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs. <http://csefel.vanderbilt.edu>.
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL). *Teaching Your Child to: Identify and Express Emotions*. [http://csefel.vanderbilt.edu/familytools/teaching\\_emotions.pdf](http://csefel.vanderbilt.edu/familytools/teaching_emotions.pdf)
- Child Mind Institute. *How Sensory Processing Issues Affect Kids in School*. <http://childmind.org/article/how-sensory-processing-issues-affect-kids-in-school/>
- Dewar, Gwen, Ph.D. (2011-2015). *Teaching self-control: Evidence-based tips*. Parenting Science. Retrieved from <http://www.parentingscience.com/teaching-self-control.html>.
- Fox, Lisa and Lentini, Rochelle Harper. (2006). "You Got It!" *Teaching Social and Emotional Skills*. Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Beyond the Journal, Young Children on the Web. Retrieved from [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc\\_article\\_11\\_2006.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc_article_11_2006.pdf).
- Fox, Lisa and Smith, Barbara J. (2007). *Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA*. Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Issue Brief. Retrieved from [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief\\_promoting.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_promoting.pdf).
- Gainsley, Susan. (n.d.). *The Value of Classroom Rituals and Routines*. Early Childhood Today. Retrieved from <http://www.scholastic.com/teachers/article/value-classroom-rituals-routines>.
- Kaisar, Barbara and Rasminsky, J.S. (2010). *What is Challenging Behavior?* Pearson Allyn Bacon Prentice Hall. Retrieved from <http://www.education.com/reference/article/what-challenging-behavior/>.
- Moyses, Kendra. (2013). *Help young children identify and express emotions*. Michigan State University Extension. Retrieved from [http://msue.anr.msu.edu/news/help\\_young\\_children\\_identify\\_and\\_express\\_emotions](http://msue.anr.msu.edu/news/help_young_children_identify_and_express_emotions).
- Parten, M. B. (1932). *Social Participation among Preschool Children*. Journal of Abnormal and Social Psychology. Retrieved from [https://en.wikipedia.org/wiki/Parten%27s\\_stages\\_of\\_play](https://en.wikipedia.org/wiki/Parten%27s_stages_of_play).
- 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\\_readiness.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_social_dev_school_readiness.pdf).
- Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). *Creating Teaching Tools for Young Children with Challenging Behavior*. [http://challengingbehavior.fmhi.usf.edu/do/resources/teaching\\_tools/ttyc.htm](http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc.htm)
- U.S. Department Of Health And Human Services and U.S. Department Of Education. (2014). *Policy Statement On Expulsion And Suspension Policies In Early Childhood Settings*. <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>
- USDOE Office for Civil Rights, Civil Rights Data Collection. (2014). *Data Snapshot: Early Childhood Education*. <http://ocrdata.ed.gov/Downloads/CRDC-Early-Childhood-Education-Snapshot.pdf>

## Resources & References

### Unit 5: Adaptive Inclusive Practices and Accommodations

- Cooperative Extension System. (2015). *Ways To Encourage Self-Help Skills in Children*.  
<http://articles.extension.org/pages/26436/ways-to-encourage-self-help-skills-in-children>
- Cooperative Extension System. (2015). *Adapting the Child Care Environment for Children with Special Needs*. <http://articles.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs>
- Early Choices, A Preschool LRE Initiative of the Illinois State Board of Education, Early Intervention Technical Assistance. (1995). *Adapting Activities & Materials for Young Children with Disabilities*. [http://www.eclre.org/media/84761/adaptingactivitiesand\\_materialsec-1.pdf](http://www.eclre.org/media/84761/adaptingactivitiesand_materialsec-1.pdf)
- Kid Sense Child Development. *Self-Care Developmental Chart*.  
<http://www.childdevelopment.com.au/home/200>
- Learning Disabilities Association of America. (1999). *Early Identification—Adaptive Milestones*. Retrieved from <http://www.ldonline.org/article/6039>.
- Mugurussa, Tiffani. (2013). *Creating Classroom Jobs*. Blog - Scholastic Teachers. Retrieved from <http://www.scholastic.com/teachers/top-teaching/2013/01/creating-classroom-jobs>.
- Para eLink, Minnesota Department of Education Institute on Community Integration. (2007). Development of Adaptive Behavior. [http://paraelink.org/eck1/eck1\\_6.html](http://paraelink.org/eck1/eck1_6.html).
- Rich, Dorothy and Mattox, Beverly. (2009). *MegaSkills for Babies, Toddlers, and Beyond: Building Your Child's Happiness and Success for Life*. Houghton, Mifflin.
- Rock, Amanda. (2016). *Why Young Children Should Be Assigned Chores (and Ones They Can Do)*. Retrieved from <https://www.verywell.com/the-importance-of-assigning-kids-chores-2764734>.
- Technical Assistance and Training System (TATS). (2010). *Developmentally Appropriate Practice – Adaptive/Self-Help Skills*. <http://www.tats.ucf.edu/docs/eUpdates/Curriculum-14.pdf>.
- The Parent Institute. *Teaching Responsibility*. <http://www.parent-institute.com/parenting-index.php>.
- Wolfe, Shoshana. *Classroom Jobs for All Your Student Helpers*. Scholastic Teachers. Retrieved from <http://www.scholastic.com/teachers/article/classroom-jobs-all-your-student-helpers>.

## Resources & References

### Unit 6: Family Engagement

- 50 Great Websites for Parents of Children with Special Needs. *Links for associations, councils, centers and societies; lists conferences, articles, and research, blogs and Facebook pages*.  
<http://www.masters-in-special-education.com/50-great-websites-for-parents-of-children-with-special-needs/>.
- Brazelton, T.D., M.D. and Sparrow, Joshua, M.D. (2015). *Families Today*. National Association for the Education of Young Children (NAEYC for families). Retrieved from <http://families.naeyc.org>.
- Centers for Disease Control and Prevention. *Learn the Signs. Act Early*.  
<http://www.cdc.gov/ncbddd/actearly/index.html>.

- Centers for Disease Control and Prevention. *Concerned about development? How to Help Your Child*. [http://www.cdc.gov/ncbddd/actearly/pdf/help\\_pdfs/cdc\\_helpchild\\_combined.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/help_pdfs/cdc_helpchild_combined.pdf)
- Centers for Disease Control and Prevention, Learn the Signs. Act Early. *Tips for Talking with Parents*. [http://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/tipstalkingparents.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/tipstalkingparents.pdf).
- Cooperative Extension System. (2015). *Tips for Child Care Providers to Communicate with Parents Their Concerns about a Child's Development*. <http://articles.extension.org/pages/28228/tips-for-child-care-providers-to-communicate-with-parents-their-concerns-about-a-childs-development>.
- Dyke, K. *Impact of parental involvement in the preschool classroom*. (2016). GlobalPost International News. Retrieved from <http://everydaylife.globalpost.com/impact-parental-involvement-preschool-classroom-2184.html>.
- Evangelou, Maria, & Sylva, Kathy. (2003). *The effects of the Peers Early Education Partnership (PEEP) on children's developmental progress*. (Research Brief No. RB489). London: Department for Education and Skills. Retrieved from [www.education.gov.uk/publications/.../RB489.doc](http://www.education.gov.uk/publications/.../RB489.doc).
- Florida Diagnostic and Learning Resources System (FDLRS) Parent Services. *Provides information, trainings and support for families of children with disabilities. Links to local websites statewide*. <http://www.fdlrs.org/parent-services.html>
- 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>
- Klein, Amy Sussna Ed.D. and Miller, Marian M.Ed. *In Support of Family-Teacher Partnerships*. Retrieved from [http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleId=359](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleId=359)
- National Association for the Education of Young Children (NAEYC). *Family Engagement: Conducting a Family Survey*. <http://www.naeyc.org/familyengagement/resources/conducting-family-survey>
- National Association for the Education of Young Children (NAEYC). *Family Engagement Forms and Tools*. <http://www.naeyc.org/familyengagement/resources>
- National Association for the Education of Young Children. (2016). *NAEYC for families: Effective Family Engagement Principles*, <http://www.naeyc.org/familyengagement>.
- National Association for the Education of Young Children. (2016). *NAEYC for families: Message in a Backpack*. TYC August/September 2016 - Vol. 9, No. 5. Retrieved from <http://www.naeyc.org/tyc/backpack>.
- National Association for the Education of Young Children (NAEYC). *Programs provide learning activities for the home and in the community*. <http://www.naeyc.org/familyengagement/principles/4>
- National Association for the Education of Young Children (NAEYC). *Reciprocal Relationships—Programs and teachers engage families in ways that are truly reciprocal*. <https://www.naeyc.org/familyengagement/principles/3>
- National Association for the Education of Young Children (NAEYC). *Teachers and programs engage families in two-way communication*. <http://www.naeyc.org/familyengagement/principles/2>
- Parent Involvement – Exceptional Education in Florida. *Prekindergarten Information, Contacts and Glossary*. <http://forparents.florida-ese.org>

- Sanabria-Hernandez, Lily M.S.Ed. (2007-2008). *Engaging Families in Early Childhood Education*. RTI Network, A Program of the National Center for Learning Disabilities. Retrieved from <http://www.rtinetwork.org/essential/family/engagingfamilies>.
- Special Education Degrees. (2013). *The 15 Best Websites for Parents of Special Needs Children*. [http://www.special-education-degree.net/the-best-websites-for-parents-of-special-needs- children/](http://www.special-education-degree.net/the-best-websites-for-parents-of-special-needs-children/)
- Special Education Guide. *Support and Resources for Parents and Teachers*. <http://www.specialeducationguide.com/pre-k-12/tools-and-research/support-and-resources- for-parents-and-teachers/>
- Technical Assistance and Training System (TATS). *TATS Talks with Families: Briefs for families of young children with special needs*. <http://www.tats.ucf.edu/resources.cfm?id=3>
- U.S. Department of Health And Human Services and U.S. Department Of Education. (2015). *Policy Statement On Family Engagement From The Early Years To The Early Grades*. <http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family- engagement.pdf>
- USDOE Family and Community Engagement. Resources supporting the framework for building greater support and capacity in schools, homes and communities, so ALL students have the chance to succeed. <http://www.ed.gov/parent-and-family-engagement>.
- Wilson, Sherri, National PTA Senior Manager of Family Engagement. *Family engagement and parent involvement: Innovative & diverse strategies to increase family engagement*. [PowerPoint slides]. Retrieved from [http://www.magnet.edu/files/pdf/ltc\\_07.pdf](http://www.magnet.edu/files/pdf/ltc_07.pdf)

**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>
- National Association for the Education of Young Children (NAEYC), *UDL from NAEYC* - <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/08/ConnPowersBTJ.pdf>
- 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: 2-100-001**

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. 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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input type="checkbox"/>	<input type="checkbox"/>

**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



## INTEGRATING STUDENT SERVICES FOR INCLUSIVE SCHOOLS (PDA)

### PDA Online Professional Learning Course

**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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.5., 3.1.7.
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5,	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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



## **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 ASSISTIVE TECHNOLOGY - PDA

**Component Number: 3-100-004**

Function: 3

Focus Area: 100

Local Sequence Number: 004

**Points to Be Earned: Minimum 20 / Maximum 20**

**2. DESCRIPTION:** This course enables educators to develop, increase and demonstrate knowledge about assistive technology devices and services and the process of helping students with disabilities select, obtain, and use assistive technology. Content includes information about the impact of identified areas of disability including vision, auditory, physical, communication, intellectual, and cognitive processing and how assistive technology devices and services provide support.

**3. 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: [Click here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, 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: [Click here to enter text.](#)



#### 4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.1.5.
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.4, 1.2.5	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.2.3., 3.2.4., 3.2.5.,
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.3.1., 3.3.3.,
Evaluating	<input checked="" type="checkbox"/> 1.4.3, 1.4.4	<input type="checkbox"/> Click here to enter text.	<input type="checkbox"/> Click here to enter text.

☐ Check here if not significantly related to any Protocol Standard

#### 5. 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.

**6. SPECIFIC LEARNER OUTCOMES:** identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Reflect and discuss the classroom, students, and use of technology.
2. Explore how various exceptionalities impact student learning and access to the educational environment.
3. Explore the assessment process for identifying and aligning various assistive technology to meet the needs of students with disabilities.
4. Develop and implement a classroom assignment incorporating assistive technology.
5. Assess the impact of the implemented assistive technology on student learning and independent functioning.
6. Identify district/school resources to support the use of assistive technology.

#### 7. LEARNING PROCEDURES (Methods):

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

Participants will be engaged in discussion, facilitated group discussions, case studies, action planning, lesson planning, and data analysis.

**HOW** the experiences will be provided to participants during delivery.

Assessment tasks within this course include reading content, completing reflections on previous and current practice, responding to scenarios, reviewing web-based resources, and implementing new practice.

**KEY ISSUES** to be included in participant implementation agreement.

Participants must demonstrate a general understanding of the assistive technology consideration process as well as the characteristics and needs of students with disabilities. The final culminative assignment will require the participant to display the ability to collect information on a student with a disability to guide the assistive technology process, select and implement a piece of assistive technology (AT) based on the data collected, and determine the effectiveness of the piece of AT that was selected.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

R. Electronic, Interactive

### **Implementation & Support:**

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.

### **Monitoring Procedures:**

Facilitators are required to respond to direct contact within 24 hours and to provide detailed and substantial feedback within one of work submission.

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Each week there is an assessment task due. Assessment tasks include discussions and application of learning with a case study on a hypothetical student. The final assessment task requires the participant to directly apply what they have learned with an actual student with a disability by creating an applicable assignment, implementing an assistive technology trial, and taking data on the implementation of the piece of assistive technology.

**Who will use the evaluation impact data gathered?**

Participants will use the evaluation impact data gathered to determine the effectiveness of the implementation of their chosen piece of assistive technology.

## **10. 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?**

At the end of the course, participants are required to fill out a satisfaction survey with questions regarding the quality of the facilitator as well as the format, delivery, content, and assignments of the course.

**b. What evaluation data addresses quality of implementation of the PD?**

Participants are required to complete a culminating final assignment that requires the participant to implement strategies learned in the course and take student outcome data on the implementation. The data is entered into the FDLRS Impact Database. This information is reviewed by the facilitator, the local FDLRS PDA Coordinator, the local FDLRS Associate Center Manager, as well as the FDLRS PDA Team at FDLRS Administration.

**c. Who will use these aspects of PD evaluation data?**

The evaluation data that addresses the value of the PD design is reviewed by the course facilitator, the local FDLRS PDA coordinator, and the FDLRS PDA Team at FDLRS Administration, which includes the Lead Contact Writer for the course. The evaluation data that addresses the quality of implementation of the PD is reviewed by the facilitator, the local FDLRS PDA Coordinator, the local FDLRS Associate Center Manager, as well as the FDLRS PDA Team at FDLRS Administration.

Developed by Shannon McCosker – FDLRS HRD

## INTRODUCTION TO DIFFERENTIATING INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

**COMPONENT IDENTIFIER NUMBER: 1-100-003**

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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3., 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5., 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.4.2	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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****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.

### **References:**

- Bambrick-Santoyo, P. (2012). *Leveraging leadership: A practical guide to building exceptional schools*. Jossey-Bass: San Francisco, CA.
- Blankstein, A., & Noguera, P. (2015). *Excellence through equity: Five principles of courageous leadership to guide achievement for every student*. ASCD: Alexandria, VA.
- CAST (2018). *Universal design for learning guidelines version 2.2 [graphic organizer]*. Wakefield, MA: Author.
- DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools*. Solution Tree Press: Bloomington, IN.
- Dufour, R., Dufour, R., Eaker, R., Many, T., & Mattos, M. (2006). *Learning by doing: A handbook for professional learning communities at work*. Solution Tree: Bloomington, IN.
- Earl, Lorna (2003) *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning*. Corwin Press: Thousand Oaks, CA.
- Fullan, M (2004, April). New lessons from districtwide reform. *Educational Leadership*, 61(7), 42-46.
- Goodwin, B. (2018). *Student learning that works: How brain science informs a student learning model*. McREL International: Denver, CO.
- Gregory, G., & Kuzmich, L. (2004). *Data driven differentiation in the standards-based classroom*. Corwin Press: California.
- Hargraves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press: New York.
- Hattie, J. (2009) *Visible learning*. London, England: Routledge.
- Hattie, J. (2012) *Visible Learning for Teachers: Maximizing impact on learning*. Edwards Brothers, Inc.: Lillington, NC.
- Johnston, W., Akinniranye, G., & Doss, C. J. (2018). How much influence do teachers have in their schools? It depends on whom you ask. RAND American Educator Panels. [rand.org](http://rand.org)
- Louis, K. & Mark, H. (1998). Does professional community affect the classroom? Teachers' work and student experiences in restructuring schools. *American Journal of Education*, 106(4), 532-575.
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: theory and practice*. Wakefield, MA: CAST Professional Publishing.
- Novak, K., & Rodriguez, K. (2016). *Universally designed leadership: Applying UDL to systems and schools*. CAST: Wakefield, Massachusetts.
- NYU Steinhart, (2008). *Culturally responsive differentiated instructional strategies*. New York: Metropolitan Center for Urban Education.
- Protheroe, N. (2008). The impact of fidelity of implementation in effective standards-based instruction. *Principal*. September/October pages 38-41. [naesp.org](http://naesp.org)
- Quaglia, R., & Lande, L. (2016). Teacher voice: Problem or potential? *Principal*. March/April. 32-35. [naesp.org](http://naesp.org)
- Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. *American Education Research Journal*, 52(3), 475-514.

- Stuart, S. K., & Rinaldi, C. (2009). A Collaborative Planning Framework for Teachers Implementing Tiered Instruction. *Teaching Exceptional Children*, Nov/Dec, 52-57.
- The Glossary of Education Reform. Partnership, G. S. (n.d.). The Glossary of Education Reform -. Retrieved March 1, 2019, from [edglossary.org](http://edglossary.org)
- Vygotsy, L.S. (1978) *Mind in society: The development of higher psychological processes*. Harvard University Press: Cambridge, MA.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. ASCD: Alexandria, Virginia.

## 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 BEESS 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

### References

Allsopp, D., McHatton, P.A., Estock, S.N., & Farmer, J.L. (2010). Mathematics RTI: A problem-solving approach to creating an effective model. Five Anchors for Differentiating Tiered Instruction in Mathematics. *LD Association of Ontario*

American Psychiatric Association. (2013). Anxiety Disorders. In Diagnostic and statistical manual of mental disorders (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596.dsm05>

Ball, D.L. (2003). Mathematical proficiency for all students: Toward a strategic research and development program in mathematics education.  
[https://www.rand.org/pubs/monograph\\_reports/MR1643.html](https://www.rand.org/pubs/monograph_reports/MR1643.html).

Cunningham, B. (2019). What's the difference between RtI and MTSS? Understood.  
<https://www.understood.org/en/school-learning/special-services/rti/whats-the-difference-between-rti-and-mtss>

Foundations for Success: The Final Report of the National Mathematics Advisory Panel, U.S. Department of Education: Washington, DC, 2008.

Garnett, K. (1998). Math learning disabilities. *Division for Learning Disabilities Journal of CEC*.

Geary, D.C. (2013). Early foundations for mathematics learning and their relations to learning disabilities. *Curr. Dir. Psychol. Sci.* (22). 23–27.

Geary, D.C., Hoard, M. K., Nugent, L., & Bailey, D. H. (2012). Mathematical Cognition Deficits in Children with Learning Disabilities and Persistent Low Achievement: A Five Year Prospective Study. *Journal of Educational Psychology*, 104, 206-223.

Mazzocco, M. M., & Thompson, R. E. (2005). Kindergarten predictors of math learning disability. *Learning Disabilities Research & Practice*, 20(3), 142-155.

Nation's Report Card, Math. National Assessment of Educational Progress (NAEP). 2017.

NCTM. (2000). The National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. p.12.

NCTM: Research Clips, Principles to Actions. <https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Effective-Strategies-for-Teaching-Students-with-Difficulties/> (must be member to access)

Public Law 114-95 (Dec. 10, 2015). <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

Rourke, B. P. (2001). Neuropsychological and psychosocial subtyping: A review of investigations within the University of Windsor laboratory. *Canadian Psychology/Psychologie Canadienne*, 41(1), 34.

Sharma, M. (1997). Improving mathematics instruction for all. *Fourth Lecture in Colloquium "Improving Schools from Within: Your Role"*. P 2-12.

Soares, N, Evans, T., and Patel, D.R. Translational Pediatrics. Specific learning disability in mathematics: A comprehensive review. 2018 Jan; 7(1): 48-62

State Board of Education Rule 6A-6.03018. <https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.03018>

*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: 8-415-001**

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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3.
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.2.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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



## **PARAPROFESSIONAL SUPPORT FOR STUDENTS WITH DISABILITIES (PDA)**

Professional Development Alternatives (PDA)

**COMPONENT IDENTIFIER NUMBER: 8-103-107**

Minimum/Maximum Inservice Points: 20/20

### **TARGET GROUP**

Developed by the FDLRS Administration Project as an online learning experience, this module is designed for paraprofessionals working with students with disabilities and their educators. This component is intended to be completed in its entirety. No partial credit will be granted.

### **GENERAL OBJECTIVES**

The goal of this module is to provide paraprofessionals with introductory information about the foundations of exceptional student education in Florida, the provision of services, and appropriate strategies to support the instructional practices for students with disabilities.

### **SPECIFIC OBJECTIVES**

1. Analyze the purposes, strengths, and limitations of formal versus informal assessments
2. Compare and contrast the classifications and eligibility criteria established under the IDEA and in the Florida State Board of Education rules
3. Discuss the distinction between roles and responsibilities of paraprofessionals and partner teachers
4. Identify state and federal legislation that has affected the education of students with disabilities
5. Identify models of support for assisting students with disabilities in accessing the general education curricula
6. Identify data collection techniques used for instructional decision making
7. Identify the members of an IEP team
8. Identify the components of an individualized education plan (IEP)
9. Identify various methods to support the instructional process
10. Identify instructional tools for supporting a differentiated environment that is responsive to learner needs
11. Know the laws that impact confidentiality and ethics
12. Know when and how to collect data used for instructional decision making
13. Know when a reevaluation may be suggested for a student with a disability
14. Understand the Individuals with Disabilities Education Act (IDEA) more comprehensively
15. Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected
16. Understand the qualifications of a paraprofessional in the State of Florida
17. Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children

18. Understand the multi-tiered system of supports (MTSS) problem solving method
19. Understand the emerging practice of facilitated meetings
20. Understand the Florida standards and the access point curriculum
21. Utilize skills for building successful relationships
22. Explore ways to ensure independence 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. Complete twelve required "Check Your Knowledge" activities within the module.
5. Complete the final assessment with 80% accuracy rate.
6. Complete one follow-up activity option.

### EVALUATION

1. Participants will complete a total of twelve required "Check Your Knowledge" quizzes found throughout the module.
2. 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.
3. 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.

### 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.

Follow-up Activity (Option 1, 2, or 3) - **For Certificate of Completion only:**

- **Option 1** - Journal for 1 month on support provided and the difference that support made.
- **Option 2** – Written Reflection 3-5 examples of where and how you can provide support to the instructional processes.
- **Option 3** - Case Study – Think about a student who you have helped support the instructional process. Using key terms from the module, discuss how you supported that student.

Follow-up Activity (Option A, B, C, or D) - **For Certificate of Completion and in-service points:**

- Option A - Instructional Plan
- Option B - Written Reflection
- Option C - Presentation

- Option D - Professional Study Group

Verification of the completed follow-up activity is required by the participants' supervisor in order for a district to award 20 in-service points. Each school district or private school agency determines which professional development opportunities satisfy the content requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12) for their employees. In-service points are awarded by the school districts through their Master In-service Plan (MIP). Those outside of a school district should follow the process set up by their agency.

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

- 6A-6.0331 : General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services - Florida Administrative Rules, Law, Code, Register - FAC, FAW, eRulemaking. (n.d.). Retrieved from <https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0331>
- 6 Major principles of IDEA. (n.d.). Retrieved from <http://quizlet.com/1113877/6-major-principles-of-idea-flash-cards/>
- Beech, M. (2015). Developing quality individual educational plans: A guide for instructional personnel and families (4th ed.). Tallahassee, FL: Florida Department of Education.
- Brookhart, S. M. (2008). How to give effective feedback to your students. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Brookhart, S. M. (2009). Exploring formative assessment. Alexandria, VA: ASCD.
- Disabilities. (2015). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from <http://www.parentcenterhub.org/repository/disability-landing/>
- Center for Applied Special Technology. (n.d.). Universal Design for Learning (UDL) Guidelines — Version 2.0. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>
- Clarification of consent and evaluation requirements when determining eligibility for special education. (n.d.). Retrieved from
- All about the IEP. (n.d.). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from <http://www.parentcenterhub.org/repository/iep/>

- Educator resources. (n.d.). Florida's Multi-Tiered System of Supports. Retrieved from <http://www.florida-rti.org/educatorResources/addRes.htm>
- Edyburn, D.L. (2005). Universal Design for Learning. *Special Education Technology Practice*, 7 (5), 16-22.
- ESE Program Development and Services. (n.d.). Florida Department of Education. Retrieved from <http://www.fldoe.org/ease/ease-home.asp>
- Every Student Succeeds Act. (n.d.). Us Department of Education. Retrieved from: <http://www.ed.gov/essa?src=rn>
- "FIEP Jan Final". YouTube. N.p., 2017. Web. Retrieved from [https://www.youtube.com/watch?v=C-bFi\\_zUuuA&feature=youtu.be](https://www.youtube.com/watch?v=C-bFi_zUuuA&feature=youtu.be)
- Florida Department of Education. (n.d.). Accommodations for Florida's Statewide Student Assessments. (n.d.). Retrieved from <http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>
- Florida Department of Education. (n.d.). Florida Course Code Directory. Retrieved from <http://www.fldoe.org/articulation/CCD/1314.asp>
- Florida Department of Education. (n.d.). Legislative History of Florida's ESE Program. Retrieved from [http://www.fldoe.org/core/fileparse.php/3/urlt/hist\\_letter.pdf](http://www.fldoe.org/core/fileparse.php/3/urlt/hist_letter.pdf)
- Florida Department of Education. (n.d.). Notice of Procedural Safeguards for Parents of Students with Disabilities. Retrieved from <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070135-procedural.pdf>
- Florida Department of Education. (2013). Florida Statutes and State Board of Education Rules Excerpts for Special Programs. Retrieved from <http://beess.fcim.org/sppDistrictDocSearch.aspx>
- Florida Department of Education. (n.d.). Special Programs and Procedures for Exceptional Students. Retrieved from <http://beess.fcim.org/sppDistrictDocSearch.aspx>
- Florida Department of Education. (n.d.). Technical Assistance Paper: Related Services. Retrieved from <https://info.fldoe.org/docushare/dsweb/Get/Document-6924/dps-2013-119.pdf>
- Florida Department of Education. (n.d.). Technical Assistance Paper: The Family Educational Rights and Privacy Act (FERPA). Retrieved from <http://www.fldoe.org/ease/tap-home.asp>
- Florida Department of Education. (2015). Technical Assistance Paper: Evaluation, determination of eligibility, reevaluation and the provision of exceptional student education services. Retrieved from <http://www.fldoe.org/ease/tap-home.asp>
- Florida Department of Education. (2015). Technical Assistance Paper: General education intervention procedures. Retrieved from <http://www.fldoe.org/ease/tap-home.asp>
- Forsten, C., Grant, J., & Hollas, B. (2002). *Differentiated instruction: Different strategies for different learners*. Peterborough, NH: Crystal Springs Books.
- Gregory, G. (2003). *Differentiated instructional strategies in practice*. Thousand Oaks, CA: Corwin Press.

- Hall, T. (2002). Differentiated instruction. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved January, 2010 from <http://www.cast.org/udlcourse/DifferInstruct.doc>
- "Harness Your Students' Digital Smarts". Edutopia. N.p., 2017. Web. Retrieved from <https://www.edutopia.org/digital-generation-teachers-vicki-davis-video>
- IDEA - the Individuals with Disabilities Education Act. (2014). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from <http://www.parentcenterhub.org/repository/idea/>
- LRP Publications (2006) Supporting the instructional process. Horsham, PA
- Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD.
- Multi-Tiered System of Supports (MTSS) and the IDEA Child Find Requirements: How to ensure compliance with the RtI culture. (n.d.). Retrieved from [http://www.florida-rti.org/docs/Follow-up\\_to\\_AMM\\_2011.pdf](http://www.florida-rti.org/docs/Follow-up_to_AMM_2011.pdf)
- ESSA/Every Student Succeeds Act. (2016). Center for Parent Information and Resources. Retrieved from <http://www.parentcenterhub.org/repository/essa-reauth/>
- Placement issues. (2014). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from <http://www.parentcenterhub.org/repository/placement/>
- Special Education Caselaw - Law Library - Wrightslaw. (n.d.). Wrightslaw Special Education Law and Advocacy. Retrieved from <http://www.wrightslaw.com/caselaw.htm>
- Special Programs I. (n.d.). Florida Administrative Code. Retrieved from <https://www.flrules.org/gateway/Chapterhome.asp?Chapter=6a-6>
- Disabilities. (2015). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from <http://www.parentcenterhub.org/repository/disability-landing/>
- The Individuals with Disabilities Education Improvement Act of 2004 | Education.com. (n.d.). An Education & Child Development Site for Parents, Parenting & Educational Resource. Retrieved from <http://www.education.com/reference/article/individuals-disabilities-education/>
- Tomlinson, C., & Eidson, C. (2003). Differentiation in Practice. Alexandria, VA: Association for Supervision and Curriculum Development.
- Typical Speech and Language Development. (n.d.). Retrieved from <http://www.asha.org/public/speech/development/default.htm>
- U.S., Department of Education. (n.d.). Archived: History of the IDEA: Thirty Years of Progress in Educating Children with Disabilities Through IDEA. Retrieved from <http://www2.ed.gov/policy/speced/leg/idea/history30.html>

- U.S., Department of Education. (n.d.). "Individualized Education Program (IEP) Team Meetings and Changes to the IEP" in Building the Legacy: IDEA 2004. Retrieved from <http://idea-b.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,9,.html>
- U.S., Department of Education. (n.d.). Questions and Answers on Individualized Education Programs (IEPs), Evaluations and Reevaluations. Retrieved from <https://www2.ed.gov/policy/speced/guid/idea/iep-qa-2010.pdf>
- Universal design for learning (UDL). The Technology & Learning Connections (TLC) Multi-Tiered System of Supports (MTSS) (TLC-MTSS). (n.d.). Retrieved from <http://www.tlc-mtss.com/resources.html>
- Wallace, Teri. The Paraprofessionals Guide to the IDEA and Special Education Programs, p. 2, ©2005, LRP Publications.
- What is inclusion? (n.d.). Retrieved from <http://www.floridainclusionnetwork.com/>

**PBS: Understanding Student Behavior – Professional Development Alternatives**  
**Component No: 5-101-004**

**Max. Points: 60 Min. Points: 60**

**Target Group:**

Sponsored by FDOE Bureau of Exceptional Education and Student Services (BEESS) 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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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 COURSE

**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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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](mailto: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

## REFERENCES

AGS Publishing. (2015). AGS – *Chronological age calculator*

<http://www1.appstate.edu/~wertsmg/AGS%20Publishing%20-%20Chronological%20Age%20Calculator.htm>

American Academy of Pediatrics. (2015). *Preschool growth and development. Healthy Children*

<https://www.healthychildren.org/>

Banks, Ronald. (2003). Discovering family concerns, priorities and resources: Sensitive family information gathering. *Young Exceptional Children*, 6(2), 11-19. Retrieved from

[http://www.floridahealth.gov/alternatesites/cms-kids/providers/early\\_steps/training](http://www.floridahealth.gov/alternatesites/cms-kids/providers/early_steps/training)

*BDI-2 Data Manager*, Riverside Publishing, <https://riversidepublishing.com> and

<https://www.bdi2datamanager.com>

Bliss, S. (2007). Test reviews: Battelle Developmental Inventory, Second Edition, Itasca, IL: Riverside Publishing. *Journal of Psychoeducational Assessment*, 25(4), 409-415. Retrieved from

<http://jpa.sagepub.com/content/early>

Burns, Deborah & Corso, Robert. (2001). Working with culturally & linguistically diverse families. *ERIC Clearinghouse on Elementary and Early Childhood Education*, Retrieved from

[http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early\\_steps/training/documents](http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early_steps/training/documents)

Centers for Disease Control and Prevention. (2008). *Bright Futures: Guidelines for health and supervision of infants, children, and adolescents*. Retrieved from <http://www.childhealth-explanation.com/developmental-domains>.

Centers for Disease Control and Prevention. (2009). *Caring for your baby and young child: Birth to age 5*. Retrieved from <http://www.cdc.gov/ActEarly>

Centers for Disease Control and Prevention. (2007). *Track your child's developmental milestones: Learn the signs, act early*.

[http://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/trackchildsdevmilestoneseng.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/trackchildsdevmilestoneseng.pdf)

Children's Medical Services. (August 2012). *Infant Toddler Development Training. Module 1 (Infant toddler development), Module 3 (Observation and assessment), Module 5 (Partnerships and alliances with families and the community).*, Florida Department of Health. Retrieved from

[http://www.floridahealth.gov/alternatesites/cms-kids/providers/early\\_steps/training/itds/](http://www.floridahealth.gov/alternatesites/cms-kids/providers/early_steps/training/itds/)

- Children's Medical Services, Florida Department of Health. (August 2012). *Infant toddler development training. Module 3 (Observation and assessment)*. Retrieved from [http://www.floridahealth.gov/alternatesites/cms-kids/providers/early\\_steps/training](http://www.floridahealth.gov/alternatesites/cms-kids/providers/early_steps/training)
- Department of Health, State of Florida. (2004). *Your child's growth and developmental steps from birth to 36 months*. Produced and distributed by Early Steps, Florida's Early Intervention System, American Academy of Pediatrics, Department of Pediatrics University of Florida, and the Florida Diagnostic and Learning Resources System. Retrieved from [http://www.floridahealth.gov/alternatesites/cms-kids/families/early\\_steps/documents/growth\\_dev\\_chart.pdf](http://www.floridahealth.gov/alternatesites/cms-kids/families/early_steps/documents/growth_dev_chart.pdf)
- Epstein, A. S. & Schweinhart, L. J. (June 2008). *Preschool assessment: A guide to developing a balanced approach*. National Institute for Early Education Research. Retrieved from <http://nieer.org/resources/factsheets/12.pdf>
- First 5 Commission of San Diego. (2011). *How kids develop*. <http://www.howkidsdevelop.com/>
- Florida Department of State Administrative Code and Administrative Register. (2013). *Florida Rule 6A-6.03026 Florida Administrative Code: Special programs for prekindergarten children with disabilities*. Retrieved from: <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1062846&type=1&file=6A-6.03026.doc>
- Florida Department of State Administrative Code and Administrative Register. (2009). *Florida Rule 6A-6.03027 Florida Administrative Code: Special programs for children three through five years old who are developmentally delayed*. Retrieved from <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1062943&type=1&file=6A-6.03027.doc>
- Florida Institute of Education, Partnership for School Readiness, (2004). *Birth to three screening and assessment resource guide*. Florida Children's Forum, Retrieved from <https://www.unf.edu/uploadedFiles/aa/fie/resource.pdf>
- Harvard Family Research Center. (2013). Ferrel, Jamie. *Family engagement and children with disabilities: A resource guide for educators and parents*. Harvard Family Research Project, Retrieved from <http://hfrp.org>
- Head Start, Office of the Administration for Children and Families. (2013). *Family engagement as parent involvement. Parent, Family, and Community Engagement*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/>
- Head Start – Office of the Administration for Children and Families. (June 2011). *Understanding and choosing assessments and developmental screeners for young children ages 3-5: Profiles of selected measures*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment>
- Home Speech Home. (2015). *Chronological age calculator: One simple step*. <http://www.home-speech-home.com/chronological-age-calculator.html>

- Hurth, J.L. & Goff, P. (2002). *Assuring the family's role on the early intervention team: Explaining rights and safeguards*. National Early Childhood Technical Assistance Center. University of North Carolina at Chapel Hill, NC: Retrieved from <http://www.nectac.org/~pdfs/pubs/assuring.pdf>
- National Association for the Education of Young Children. (2008). *Guide to assessment in early childhood infancy to age eight*. Retrieved from <http://www.k12.wa.us/EarlyLearning/GuideAssess.aspx>
- National Association for the Education of Young Children. (2005). *NAEYC Code of ethical conduct and statement of commitment*. <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>
- National Association for the Education of Young Children. (2015). *NAEYC for families: Learning & development. (articles adapted from various journals)*.. <http://families.naeyc.org/learning-and-development>
- Nemours Children's Health System. (2015). *Kids' health: Growth and development*. <http://kidshealth.org/parent/growth/>
- Newborg, J. (2005). Battelle Developmental Inventory, 2nd Edition, Examiner's Manual. Itasca, IL: Riverside Publishing.
- Pearson Assessment, Pearson Education Limited. (2015). *Chronological age calculator*. <http://images.pearsonclinical.com/images/ageCalculator/ageCalculator.htm>
- PBS Parents. (2015). *Child development tracker*. <http://www.pbs.org/parents/child-development/>
- Shackelford, J. (2002). *Informed clinical opinion*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center. Retrieved from <http://www.nectac.org/pubs/>.
- Technical Assistance and Training System. (2013). *BDI-2 Data Manager™: Guide to use for the Florida Birth-to-Five Child Outcomes Measurement System*. State of Florida, Department of Education, Bureau of Exceptional Education and Student Services [http://www.tats.ucf.edu/docs/COMSM/DataManager\\_Guide\\_for\\_the\\_Florida\\_Birth-to-Five\\_Child\\_Outcomes\\_Measurement\\_System.pdf](http://www.tats.ucf.edu/docs/COMSM/DataManager_Guide_for_the_Florida_Birth-to-Five_Child_Outcomes_Measurement_System.pdf)
- Technical Assistance and Training System. (February 2013). *Before you begin a BDI-2 assessment*. TATS South/Southwest Region Assessment Workgroup (staffs of South/Southwest Region Early Steps Program (LES), Prekindergarten Program for Children with Disabilities (LEA), and TATS facilitators
- Technical Assistance and Training System. (November 2009). *Evaluation and assessment. eUpdate. Accommodations to consider when using the Battelle Developmental Inventory, 2nd Edition (BDI-2) for children with disabilities*. Retrieved June 10, 2008, from [www.nectac.org/~pdfs/pubs/earlyidmini.pdf](http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf)
- Technical Assistance and Training System. (May 2009). *Evaluation and Assessment of Young Children. eUpdate. Overview of the Battelle Developmental Inventory-2*. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (January 2010). *Evaluation and Assessment. eUpdate. Using Battelle Developmental Inventory, 2nd Edition (BDI-2) assessment data to develop the*

- Individual Educational Plan (IEP). Retrieved January 2010 from [www.nectac.org/~pdfs/pubs/earlyidmini.pdf](http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf)
- Technical Assistance and Training System. (May 2009). *Flowchart and decision rules for entry and exit for child outcomes assessments*. Florida Department of Education/Florida Department of Health Working Document. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. *Frequently asked questions related to the Florida Child Outcomes Measurement System (FCOMS)*. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (February 2006). Guiding principles in developing Florida's System for Measuring Child and Family Outcomes of Early Steps and Preschool Special Education and Related Services. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (July 2014). *History and overview of the Child Outcomes Measurement System in Florida*. Retrieved from [www.tats.ucf.edu/outcomes.cfm](http://www.tats.ucf.edu/outcomes.cfm)
- Technical Assistance and Training System. *Module 2 of videos on the BDI-2* by Volusia County Schools <http://tats.ucf.edu/VolusiaVideos.cfm?id=2>
- Technical Assistance and Training System. (May 2010). *Quality assessments: BDI-2 training assessment model*. Southwest Region: Florida Early Steps and Collier County Schools. Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (October 2013). *Revisions to guidance on use of the BDI-2 Screening Test in Florida's Child Outcomes Measurement System*. Florida Department of Health, Children's Medical Services, Early Steps State Office, and Prekindergarten Program for Children with Disabilities, Florida Department of Education, Bureau of Exceptional Education and Student Services (fldoe.org). Retrieved from [www.tats.ucf.edu/](http://www.tats.ucf.edu/)
- Technical Assistance and Training System. (2015). *Tip sheets for domains of Battelle Developmental Inventory – 2<sup>nd</sup> Edition*. TATS South/Southwest Region Assessment Workgroup (staffs of South/Southwest Region Early Steps Program (LES), Prekindergarten Program for Children with Disabilities (LEA), and TATS facilitators)
- Technical Assistance and Training System. (2015). *Video examples of BDI-2 items*. TATS South/Southwest Region Assessment Workgroup (staffs of South/Southwest Region Early Steps Program (LES), Prekindergarten Program for Children with Disabilities (LEA), and TATS facilitators)
- Texas A&M, AgriLife Extension. (October 2012). *BDI and eligibility: The mythbusters*. Texas Department of Family and Protective Services. Retrieved from <http://infanttoddler.tamu.edu/courses/ChildCareProviders>

United States Department of Education. (2002). *Parents: Prepare my child for school. Healthy Start, Grow Smart Series.*

<http://www2.ed.gov/parents/earlychild/ready/healthystart/index.html>

University of New Mexico, Center for Development and Disability. (2001). *Tips for writing family- centered reports.* Retrieved from <http://www.newassessment.org/Public/>

## Structured Literacy through a Multi-Sensory Approach Online Professional Learning Course

**COMPONENT NUMBER: 2-013-006**

**Function: 2**

**Focus Area: 013**

**Local Sequence Number: 006**

**INSERVICE POINTS TO BE EARNED: 20**

**2. DESCRIPTION:** Developed by the Florida Department of Education, in partnership with the Personnel Development Support Project at the Florida Center for Interactive Media at Florida State University the purpose of this course is to assist K-12 classroom teachers in developing a deeper knowledge of how to build foundational reading skills in students. It provides tools and resources regarding multi-sensory structured literacy instruction intended to close the achievement gap between struggling readers, including students with disabilities and dyslexia, and their grade level peers.

**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 - Structured Literacy
- ☐ 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., 3.1.5.
- ☒ 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:

- Describe the elements of structured literacy.
- Discuss a multi-sensory approach to learning through the lens of structured literacy.
- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.

## 7. LEARNING PROCEDURES (Methods): B: Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will be responsible for completing a thorough review of all course content. They will complete a pre-assessment, participate in an independent study of objective-based content, review web sites and professional articles, identify key terms, view any included videos, complete interactive quizzes and Teacher Toolkit reflection activities, 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 reviewing all module 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 resources and 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.

#### **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. For the Follow-up activity, participants may choose one of the following options:

- 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.
- Present what is learned in the course to a group of colleagues; in relation to shared work.

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 management system as documentation before the participant can access a Certificate of Completion. The 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).

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:

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.

Departments: FDLRS, Professional Learning and Development

Name(s) of Component Author(s): Zoe Mahoney, FCIM & FDLRS STAFF HERE

## **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.
- Florida Department of Education, Bureau of Exceptional Student and Student Services. (2007). *Get in the Game: Join the ESE team as a surrogate parent for an exceptional student* [Brochure]. Author. Retrieved from <http://www.fldoe.org/ease/pdf/surrogate%20pamphlet%2007.pdf>
- Florida Department of Education, Bureau of Exceptional Student Education and Student Services. (2007). *Get in the Game: Become a Surrogate Parent for an Exceptional Student in Our Community* [Brochure]. Author. Retrieved from <http://www.fldoe.org/ease/pdf/surrogate%20flyer%2007.pdf>
- Florida Department of Education, Bureau of Exceptional Student Education and Student Services. (2012). *Technical assistance paper: Surrogate parents for students with disabilities*. Tallahassee,

FL: Florida Department of Education. Retrieved from

<http://info.fldoe.org/docushare/dsweb/Get/Document-6290/dps-2012-17.pdf>

*Surrogate parents for exceptional students: Technical assistance and training handbook for Florida school districts.* (2007). Tallahassee, FL: Florida Department of Education.

### **Additional References and Resources**

ABCs of RTI: A guide for parents. (n.d.). *The National Research Center on Learning Disabilities.*

Retrieved from [http://www.nrclid.org/free/downloads/ABC\\_of\\_RTI.pdf](http://www.nrclid.org/free/downloads/ABC_of_RTI.pdf)

Developing Your Child's IEP. (n.d.). *National Dissemination Center for Children with Disabilities.*

Retrieved from <http://nichcy.org/publications/pa12>

Developmental Milestones. (2012, July 05). *Centers for Disease Control and Prevention.* Retrieved from

<http://www.cdc.gov/ncbddd/actearly/milestones/index.htm>

Disability etiquette: Tips on interacting with people with disabilities. (n.d.). *United Spinal Association.*

Retrieved from [www.unitedspinal.org/disability-etiquette/](http://www.unitedspinal.org/disability-etiquette/)

Evaluating Children for Disability. (n.d.). *National Dissemination Center for Children with Disabilities.*

Retrieved from <http://nichcy.org/schoolage/evaluation>

Evaluations for Special Education Services: Information for Parents. (n.d.). *Florida Problem Solving and Response to Instruction/Intervention.* Retrieved from [http://www.florida-](http://www.florida-rti.org/docs/EvaluationsSpecialEd.pdf)

[rti.org/docs/EvaluationsSpecialEd.pdf](http://www.florida-rti.org/docs/EvaluationsSpecialEd.pdf)

Florida Department of Education. (2010). *Clarification of consent and evaluation requirements When Determining Eligibility for Special Education.* Tallahassee, FL: Florida Department of Education.

Florida Department of Education. (2013). *Florida statutes and State Board of Education rule: Excerpts for special programs* (pp. 262-276). Tallahassee, FL: Florida Department of Education. Retrieved from <http://www.fldoe.org/ese/pdf/1b-stats.pdf>

Florida Department of Education, Bureau of Exceptional Education and Student Services. (n.d.). *Family educational rights and privacy act (FERPA): Information for parents.* Tallahassee, FL: Florida Department of Education. Retrieved from <http://www.fldoe.org/ese/pdf/ferpa.pdf>

Florida Department of Education, Bureau of Exceptional Education and Student Services. (n.d.). *Mediation in special education.* Tallahassee, FL: Florida Department of Education. Retrieved from [www.fldoe.org/ese/pdf/mediate.pdf](http://www.fldoe.org/ese/pdf/mediate.pdf)

Florida Department of Education, Bureau of Exceptional Students and Student Services. (2011). *Technical assistance paper: General education intervention procedures. Child Find, and the initial provision of exceptional education services to eligible students.* Tallahassee, FL: Department of Education.

Florida Department of Education. (n.d.). *Notice of procedural safeguards for parents of students with disabilities.* Tallahassee, FL. Retrieved from [www.fldoe.org/ese/pdf/procedural.pdf](http://www.fldoe.org/ese/pdf/procedural.pdf)

- IDEA parent guide. (n.d.). *National Center for Learning Disabilities*. Retrieved from <http://www.ncld.org/learning-disability-resources/ebooks-guides-toolkits/idea-parent-guide>
- The IEP Team. (n.d.). *National Dissemination Center for Children with Disabilities*. Retrieved from <http://nichcy.org/schoolage/iep/team>
- Muller, E. (2009). Surrogate parents and children with disabilities: State-level approaches. *The National Association of State Directors of Special Education (NASDSE) Project Forum*. Retrieved from <http://www.projectforum.org/docs/SurrogateParentsandChildrenwDisabilities-State-levelApproaches.pdf>
- Parenting a child with special needs. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/wp-content/uploads/docs/nd20.pdf>
- A Parent's Introduction to Exceptional Student Education in Florida*. (2012). Tallahassee, FL: Florida Department of Education.
- Procedural safeguards video clip* [Video]. (n.d.). Retrieved from <http://idea.ed.gov/explore/view/p/,root,dynamic,VideoClips,7>
- Q & A on IDEA 2004: Purposes and key definitions. (n.d.). *National Dissemination Center for Children with Disabilities*. Retrieved from <http://nichcy.org/schoolage/qa-series-on-idea/qa1>
- Specific Disabilities. (n.d.). *National Dissemination Center for Children with Disabilities*. Retrieved from <http://nichcy.org/disability/specific>
- US, Department of Education. (n.d.). *IDEA - Building The Legacy of IDEA 2004*. Retrieved from <http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,3>
- US, Department of Education. (n.d.). *IDEA - Building The Legacy of IDEA 2004*. Retrieved from <http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,9>
- US, Department of Education. (n.d.). *Thirty Years of Progress in Education Children with Disabilities through IDEA*. Retrieved from <http://www.ed.gov/policy/speced/leg/idea/history30.htm>
- US, Department of Education. (n.d.). *A 25 year history of the IDEA*. Retrieved from <http://www2.ed.gov/policy/speced/leg/idea/history.htm>
- I



## 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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

## **TEACHING STUDENTS WITH DISABILITIES (PDA)**

Professional Development Alternatives (PDA)

**COMPONENT IDENTIFIER NUMBER: 2-100-007**

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

### References:

- 10 Basic Steps in Special Education. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/schoolage/steps>
- 6A-6.03028 : Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities - Florida Administrative Rules, Law, Code, Register - FAC, FAW, eRulemaking. (n.d.). *Florida Administrative Rules, Law, Code, Register - FAC, FAW, ERulemaking*. Retrieved from <https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03028>
- 6A-6.0331 : General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services - Florida Administrative Rules, Law, Code, Register - FAC, FAW, eRulemaking. (n.d.). *Florida Administrative Rules, Law, Code, Register - FAC, FAW, ERulemaking*. Retrieved from <https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0331>
- 6 Major principles of IDEA. (n.d.). Retrieved from <http://quizlet.com/1113877/6-major-principles-of-idea-flash-cards/>
- Access to the general curriculum for students with disabilities: A discussion of the Interrelationship between IDEA '04 and NCLB | National Center on Accessible Instructional Materials. (n.d.). Retrieved from [http://www.cast.org/publications/ncac/ncac\\_discussion2004.html](http://www.cast.org/publications/ncac/ncac_discussion2004.html)
- Archer, A., Hughes, C. (2011) *Explicit instruction: effective and efficient teaching*. New York, NY: The Guilford Press.
- Beech, M. (2012). *Developing quality individual educational plans: A guide for instructional personnel and families* (3rd ed.). Tallahassee, FL: Florida Department of Education.
- Bender, W. (2002). *Differentiated instruction using technology*. Thousand Oaks, CA: Corwin Press.
- Benjamin, A. (2002). *Differentiated instruction: A guide for middle and high school teachers*. Larchmont, NY: Eye on Education.
- Benjamin, A. (2005). *Differentiated Instruction Using Technology*. Larchmont, NY: Eye on Education, Inc.
- Black, P., & William, D. (2001). *Inside the black box: raising standards through classroom assessment*. London: School of Education, King's College London.
- Black, P., Harrison, C., Lee, C. S., Marshall, B., & William, D. (2004). *The nature and value of formative assessment for learning*. London: King's College School of Education.

- Black, P. J., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). *Assessment for learning: putting it into practice*. New York: Open University Press.
- Brookhart, S. M. (2007). Feedback that fits. *Educational Leadership*, 65(4).
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Brookhart, S. M. (2009). *Exploring formative assessment*. Alexandria, VA: ASCD.
- Brookhart, S. M. (2009). Feed up, back, forward. *Educational Leadership*, 67(3).
- Categories of disabilities under IDEA. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/disability/categories>
- Carnine, D., Silbert, J., Kame'enui, E. & Tarver, S. (2009). *Direct instruction reading (5th ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Carnine, D., Silbert, J., Kame'enui, E. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Upper Saddle River, New Jersey: Pearson Education.
- Center for Applied Special Technology. (n.d.). *Universal design for learning (UDL) guidelines—Version 2.0*. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>
- Child Development basics. (n.d.). *Child Development Institute*. Retrieved from <http://childdevelopmentinfo.com/child-development.shtml>
- Child development stages. (n.d.). Retrieved from <http://www.kidsgrowth.com/stages/guide/index.cfm>
- Clarification of consent and evaluation requirements when determining eligibility for special education. (n.d.). Retrieved from <http://www.florida-rti.org/docs/ConsentEvaluationRequirements.pdf>
- Considering LRE in Placement Decisions. (n.d.). *National Dissemination Center for Children with Disabilities*. Retrieved from <http://nichcy.org/schoolage/placement/placement-lre>
- Contents of the IEP. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/schoolage/iep/iepcontents>
- Developmental milestones. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/disability/milestones>
- Early childhood. (n.d.). Retrieved from <http://www.brightfutures.org/bf2/pdf/pdf/EC.pdf>
- Edyburn, D.L. (2005). Universal design for learning. *Special Education Technology Practice*, 7 (5), 16-22.
- Evaluating Children for Disability. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/schoolage/evaluation>
- ESE Program Development and Services. (n.d.). *Florida Department of Education*. Retrieved from <http://www.fldoe.org/ease/ease-home.asp>
- Florida Department of Education. (n.d.). *Accommodations for Computer-Based Testing in Florida*. (n.d.). Retrieved from <http://fldoe.org/ease/pdf/CBTAccomm.pdf>
- Florida Department of Education. (n.d.). *Florida Course Code Directory*. Retrieved from <http://www.fldoe.org/articulation/CCD/1314.asp>
- Florida Department of Education. (n.d.). *Legislative History of Florida's ESE Program*. Retrieved from [http://www.fldoe.org/ease/pdf/hist\\_letter.pdf](http://www.fldoe.org/ease/pdf/hist_letter.pdf)
- Florida Department of Education. (n.d.). *FL/DOE Inclusion Brief*. Retrieved from <http://www.fldoe.org/ease/pdf/clu-brief.pdf>



- Florida Department of Education. (2007). *Mediation in special education* [Brochure]. FL: Author.  
Retrieved from <http://www.fldoe.org/ese/pdf/mediate.pdf>
- Florida Department of Education. (n.d.). *Notice of Procedural Safeguards for Parents of Students with Disabilities*. Retrieved from <http://www.fldoe.org/ese/pdf/procedural.pdf>
- Florida Department of Education. (2010). *Accommodations: Assisting Students with Disabilities*. Retrieved from <http://www.fldoe.org/ese/pdf/accomm-educator.pdf>
- Florida Department of Education. (2013). *Florida Statutes and State Board of Education Rules Excerpts for Special Programs*. Retrieved from <http://www.fldoe.org/ese/pdf/1b-stats.pdf>
- Florida Department of Education. (n.d.). *Special Programs and Procedures for Exceptional Students*. Retrieved from <http://beess.fcim.org/sppDistrictDocSearch.aspx>
- Florida Department of Education. (n.d.). *Technical assistance paper: Related services*. Retrieved from <http://www.fldoe.org/ese/rs.asp>
- Florida Department of Education. (n.d.). *Technical Assistance paper: The family educational rights and privacy act (FERPA)*. Retrieved from <http://www.fldoe.org/ese/tap-home.asp>
- Florida Department of Education. (n.d.). *Technical Assistance paper: General education intervention procedures, child find, and the initial provision of exceptional education services to eligible students*. Retrieved from <http://www.fldoe.org/ese/tap-home.asp>
- Forsten, C., Grant, J., & Hollas, B. (2003). *Differentiating textbooks*. Peterborough, NH: Crystal Springs Books.
- Forsten, C., Grant, J., & Hollas, B. (2002). *Differentiated instruction: Different strategies for different learners*. Peterborough, NH: Crystal Springs Books.
- Gibson, V., Hasbrouck, J. (2008) *Differentiated instruction: Grouping for success*. Hightstown, NJ: McGraw-Hill Higher Education.
- Gregory, G. (2003). *Differentiated instructional strategies in practice*. Thousand Oaks, CA: Corwin Press.
- Hall, T. (2002). *Differentiated instruction*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved January, 2010 from [http://www.cast.org/publications/ncac/ncac\\_diffinstructudl.html](http://www.cast.org/publications/ncac/ncac_diffinstructudl.html)
- Hall, T. (2002). *Explicit instruction*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved January 2010 from [http://www.cast.org/publications/ncac/ncac\\_explicit.html](http://www.cast.org/publications/ncac/ncac_explicit.html)
- Heward, W. L. (2009). *Exceptional children: an introduction to special education*. Upper Saddle River, NJ: Merrill/Pearson.
- How a child develops - Develop skills. (n.d.). Retrieved from <http://www.howkidsdevelop.com/developSkills.html>
- How do school districts identify children who are eligible for ESE services. (n.d.). Retrieved from <http://www.oppaga.state.fl.us/profiles/2002/09/>
- Howell, K., & Nolet, V. (2000). *Curriculum-based evaluation teaching and decision-making*. Belmont, CA: Wadsworth/Thomson Learning.
- IDEA-the Individuals with Disabilities Education Act (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved <http://nichcy.org/laws/idea>

- Individuals with Disabilities Education Improvement Act of 2004 and IDEA Regulations of 2006: Implications for Educators, Administrators, and Teacher Trainers. (2006). *Focus on Exceptional Children*, 39(1), 1-24.
- Individualized Education Program (IEP) – Changes in Initial Evaluation and Reevaluation*[Video]. (n.d.). Retrieved from <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CVideoClips%2C6%2C>
- Kame'enui, E., Carnine, D. & Coyne, M. (2010). *Effective teaching strategies that accommodate diverse learners* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Language development in children. (n.d.). Retrieved from [http://www.childdevelopmentinfo.com/development/language\\_development.shtml](http://www.childdevelopmentinfo.com/development/language_development.shtml)
- Male, M. (2003). *Technology for inclusion: meeting the special needs of all students*. San Jose State University: Pearson Education Group, Inc.
- Marzano, R. J. (2010). *Formative assessment and standards-based grading*. Bloomington, IN: Solution Tree.
- Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.
- Marzano, R., Pickering, D., Heflebower, T. (2011) *The highly engaged classroom*. Bloomington, IN: Marzano Research Laboratory.
- Models of support for students with disabilities continuum of service. (n.d.). Retrieved from <http://www.palmbeachschools.org/ese/documents/ModelsofSupportforStudentswithDisabilities2.pdf>
- Multiple disabilities in your classroom: 10 Tips for teachers. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/multiple-disabilities-in-your-classroom>
- Multiple disabilities. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/disability/specific/multiple>
- Multi-tiered system of supports (MTSS) and the IDEA child find requirements: How to ensure compliance with the RtI culture. (n.d.). Retrieved from [http://www.florida-rti.org/docs/Follow-up\\_to\\_AMM\\_2011.pdf](http://www.florida-rti.org/docs/Follow-up_to_AMM_2011.pdf)
- NCLB | The No Child Left Behind Act. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/laws/nclb>
- Placement, short-and-sweet. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/schoolage/placement/overview>
- Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: ASCD.
- Questions and answers about IDEA: purposes and key definitions. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://www.nichcy.org/InformationResources/Documents/>
- Resolving disputes between parents and schools. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/schoolage/disputes>
- Section 504 of the Rehabilitation Act of 1973. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/laws/section504>



- U.S., Department of Education. (n.d.). *Questions and Answers on Individualized Education Programs (IEPs), Evaluations and Reevaluations*. Retrieved from <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2C>
- Universal design for learning (UDL). *The Technology & Learning Connections (TLC) Multi-Tiered System of Supports (MTSS) (TLC-MTSS)*. (n.d.). Retrieved from <http://www.efdlrs.net/ent/data/udl.html>
- What is inclusion? (n.d.). Retrieved from <http://www.floridainclusionnetwork.com/wp-content/uploads/2013/11/AdminFFVol1.pdf>
- What is "special" about special education? Specially designed instruction for students with disabilities within a multi-tiered system of supports. (n.d.). Retrieved from <http://www2.leon.k12.fl.us/sites/ese/Public%20Documents/Specially%20Designed%20Instruction%20FINAL%20August%2015%202013.pdf>
- When the IEP team meets. (n.d.). *National Dissemination Center for Children with Disabilities (NICHCY)*. Retrieved from <http://nichcy.org/schoolage/iep/meetings>

## **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

## REFERENCES

### Unit 1:

- Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300 (2006)
- Assistance to States for the Education of Children with Disabilities, Assistive Technology Device, 34 C.F.R. § 300.5 (2006)
- Assistance to States for the Education of Children with Disabilities, Assistive Technology Service, 34 C.F.R. § 300.6 (2006)
- Assistance to States for the Education of Children with Disabilities, Purposes, 34 C.F.R. § 300.1 (2006)
- Center for Applied Special Technology. (n.d.). *About UDL*. Retrieved from <http://www.cast.org/udl/index.html>
- Florida Department of Education. (2013). Florida Department of Education Technical Assistance Paper on Assistive Technology for Students with Disabilities. Retrieved from <http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>
- Florida Department of Education. (2010). *Technical assistance paper: Accessible instructional materials*. Retrieved from <http://info.fldoe.org/docushare/dsweb/Get/Document-5764/dps-2010-70.pdf>
- Florida Department of Education, Florida Diagnostic and Learning Resources System. (2010). *Exploring new territories*. Retrieved from <http://www.fdlrs.com/docs/ent2010web.pdf>
- National Dissemination Center for Children with Disabilities (NICHCY). (n.d.). *Questions and answers about IDEA: Purposes and key definitions*. Retrieved from <http://nichcy.org/schoolage/qa-series-on-idea/qa1>
- U.S. Department of Education. (n.d.). *IDEA—Building the legacy of IDEA 2004*. Retrieved from <http://idea.ed.gov/>

### Unit 2:

- A guide to accommodations: assisting students with disabilities IEP and 504 (n.d.). Retrieved from <http://www.fldoe.org/ese/pdf/accomm-educator.pdf>
- Basham, J., & Gardner. (n.d.). Measuring universal design for learning. *Special Education Technology Practice*, 12(2), 15-19. Retrieved from [www.setp.net](http://www.setp.net)
- Center for Applied Special Technology. (n.d.). *UDL online modules*. Retrieved from <http://udlonline.cast.org/>



- Center for Applied Special Technology. (n.d.). *Universal design for learning (UDL) guidelines—Version 2.0*. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>
- Edyburn, D. (Ed.). (n.d.). *Universal design for learning. Special Education Technology Practice*, 7(5). Retrieved January, 2011, from [www.setp.net](http://www.setp.net)
- Gordon, D., Gravel, J., & Schifter, L. (n.d.). Perspectives on UDL and assessment. *Articles from the National Center on Universal Design for Learning*. Retrieved from [http://www.udlcenter.org/resource\\_library/articles/mislevy](http://www.udlcenter.org/resource_library/articles/mislevy)
- Pitler, H. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rose, D., & Gravel, J. (n.d.). Getting from here to there. *Articles from the National Center On Universal Design for Learning*. Retrieved from [http://www.udlcenter.org/resource\\_library/articles/gps](http://www.udlcenter.org/resource_library/articles/gps)
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rose, D. H., & Meyer, A. (2006). *A practical reader in universal design for learning*. Cambridge, MA: Harvard Education Press.
- TLC-MTSS. (n.d.). Universal design for learning (UDL). Retrieved from <http://www.efdlrs.net/ent/data/udl.html>
- What is Differentiated Instruction? (n.d.). Retrieved from Differentiation Central website: <http://www.diffcentral.com/what-is-differentiated-instruction.html>

### Unit 3:

- AllegraATA. (n.d.). *Assistive Technology: Opening Doors to Independence* [Video file]. Retrieved from <http://youtu.be/x2G1U6U3zh8>
- Boston Public Schools Access Technology Center. (n.d.). *Assistive technology continuum of low to high tech tools* [Web log post]. Retrieved May 2, 2011 from [http://blog.vcu.edu/ttac/AT\\_Continuum\\_Generic10\\_06.pdf](http://blog.vcu.edu/ttac/AT_Continuum_Generic10_06.pdf)
- Edutopia. (2005). *Assistive Technology: Enabling Dreams* [Video file]. Retrieved from <http://www.edutopia.org/assistive-technology-enabling-dreams-video>
- Family Center on Technology and Disability (FCTD). *Assistive technology laws*. (n.d.). *FCTD Fact Sheets*. Retrieved from [http://www.fctd.info/resources/ATlaws\\_print.pdf](http://www.fctd.info/resources/ATlaws_print.pdf)
- Florida Department of Education. (2004). *Technical assistance paper: Assistive technology for students with disabilities*. Retrieved from <http://www.fldoe.org/ese/pdf/y2004-11.pdf>
- Florida Department of Education. (2010). *Technical assistance paper: Accessible instructional materials*. Retrieved from <http://info.fldoe.org/docushare/dsweb/Get/Document-5764/dps-2010-70.pdf>
- Florida Department of Education. (2013). *Florida Department of Education Technical Assistance Paper on Assistive Technology for Students with Disabilities*. Retrieved from <http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>
- Florida Department of Education, Florida Diagnostic and Learning Resources System. (2010). *Exploring new territories*. Retrieved January 2011 from <http://www.fdlrs.com/docs/ent2010web.pdf>
- IndataportESC. (2010). *Low Tech Handwriting Tools* [Video file]. Retrieved from <http://youtu.be/plgtq20BO9A>
- Phillips, M. (Director). (n.d.). *One thumb to rule them all*. Retrieved from [http://www.assistiveware.com/videos.php?video=Mike\\_Phillips&format=mov](http://www.assistiveware.com/videos.php?video=Mike_Phillips&format=mov)



TheDOITCenter. (2009). *Working Together: People with Disabilities and Computer Technology* [Video file]. Retrieved from <http://youtu.be/X92Cd6jicko>

#### Unit 4:

Appitic. (n.d.). Retrieved from <http://appitic.com/>

Blackboard, & Project Tomorrow. (2012). Learning in the 21st century mobile devices + social media =personalized learning. Retrieved from <http://www.tomorrow.org/speakup/MobileLearningReport2012.html>

Borovoy, A. E. (n.d.). How to use new-media tools in your classroom. *K-12 Education & Learning Innovations with Proven Strategies That Work*. Retrieved from <http://www.edutopia.org/digital-generation-new-media-classroom-tips>

Common Sense Media. (n.d.). Retrieved from <http://www.common sense media.org/app-reviews>

Common Sense Media. (2009). Common sense tips for digital generation parents. Retrieved from <http://www.edutopia.org/digital-generation-parents-commonsense-video>

Cruikshank, D. (2009). Technology tools to get teachers started. *K-12 Education & Learning Innovations with Proven Strategies That Work*. Retrieved from <http://www.edutopia.org/dg-manual>

Davis, V. (Director). (2009). *Harness your students' digital smarts*. Retrieved from <http://www.edutopia.org/digital-generation-teachers-vicki-davis-video>

Draper, D. (Director). (n.d.). *Pay attention*. Transforming Teaching through Technology, Jordan School District. Retrieved from <http://youtu.be/aEFKfXiCbLw>

Dewey, J. (2007, August 27). Progressive Education—Round 2 [Web log post]. Retrieved from [http://21stcenturylearning.typepad.com/blog/john\\_dewey/](http://21stcenturylearning.typepad.com/blog/john_dewey/)

Edutopia.org. (2012). Mobile devices for learning, what you need to know. Retrieved from <http://www.edutopia.org/mobile-devices-learning-resource-guide>

Exploring Technology and Learning Connections (n.d.). Retrieved from <http://www.efdlrs.net/ent/data/col.html>

Kansas State Department of Education (Producer). (2009). *Kansas technology rich classrooms—Partnership for 21st century learning summit video*. Retrieved from <http://www.youtube.com/watch?v=DAAaaQiliBs>

Kay, A. (n.d.). *Wikiquote*. Retrieved from [http://en.wikiquote.org/wiki/Alan\\_Kay](http://en.wikiquote.org/wiki/Alan_Kay)

McLester, S. (2007). Technology literacy and the MySpace generation. *Tech & Learning*. Retrieved from <http://www.techlearning.com/article/7074>

Prensky, M. (2008). *The role of technology*. Retrieved from [www.marcprensky.com/writing/Prensky-The\\_Role\\_of\\_Technology-ET-11-12-08.pdf](http://www.marcprensky.com/writing/Prensky-The_Role_of_Technology-ET-11-12-08.pdf)

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.

Prensky, M. (2005). *Shaping tech for the classroom*. Retrieved from <http://www.edutopia.org/adopt-and-adapt-shaping-tech-for-classroom>

Presnsky, M. (2008). *The 21st-century digital learner*. Retrieved from <http://www.edutopia.org/ikid-digital-learner-technology-2008>

Project Tomorrow. (2011). The new 3 e's of education: enabled, engaged and empowered how today's students are leveraging emerging technologies for learning. Retrieved from [http://www.tomorrow.org/speakup/pdfs/SU10\\_3EofEducation%28Students%29.pdf](http://www.tomorrow.org/speakup/pdfs/SU10_3EofEducation%28Students%29.pdf)

Teachers with apps. (n.d.). Retrieved from <http://teacherswithapps.com/>  
 Technology and Learning Connections. (2012). Exploring new  
 territories. Retrieved from  
[http://www.efdlrs.net/ent/data/Exploring\\_New\\_Territories.pdf](http://www.efdlrs.net/ent/data/Exploring_New_Territories.pdf)

#### Unit 5:

Beech, M. (2010). *Accommodations: Assisting students with disabilities* (3rd ed.). Tallahassee, FL: Florida Department of Education.  
 Center for Applied Special Technology. (2008)/ *UDL Editions*. Center for Applied Special Technology.

Retrieved from <http://udleditions.cast.org/>

*Chop, scan, convert using Kurzweil*. (2010).

Retrieved from

<http://www.youtube.com/watch?v=ke6eWXwQIdA>

Florida Department of Education. (2010). *Technical assistance paper: Accessible instructional materials*. Retrieved from  
<http://info.fldoe.org/docushare/dsweb/Get/Document-5764/dps-2010-70.pdf>

Lit2Go: MP3 Stories and Poems. (n.d.). *Educational Technology Clearinghouse*.

Retrieved January 2011 from <http://etc.usf.edu/lit2go/>

National Library Services (NLS). (2010). copyright law amendment, 1996. *NLS Factsheets*. Retrieved January 2011 from

<http://www.loc.gov/nls/reference/factsheets/copyright.html>

Technology and Learning Connections. (2012). Exploring new  
 territories. Retrieved from

[http://www.efdlrs.net/ent/data/Exploring\\_New\\_Territories.pdf](http://www.efdlrs.net/ent/data/Exploring_New_Territories.pdf)

Texthelp Systems Ltd. (Producer). (n.d.). *Reading and writing*. Retrieved from

<http://www.texthelp.com/videotours>

*Using Word Q as a text-to-speech reader.mp4*. (2010).

Retrieved from

<http://www.youtube.com/watch?v=3Hk3sLfrtrU&feature=related>

## Technology for the Diverse Classroom

**Component No: 3-100-005**

**Maximum Inservice Points: 20**

### Target Group:

Sponsored by FDOE Bureau of Exceptional Student Education 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.

### General Objectives:

This course has been designed to assist in identifying the components and frameworks of Universal Design for Learning, instructional technology, accessible educational materials, and assistive technology. The course will address these frameworks and how to use them to support diverse learners in the classroom.

### Specific Objectives:

Participants will know the meaning of the following:

- Learner variability
- CPALMS
- Content standard
- Method standard
- Universal Design for Learning (UDL) and Its Three Principles
- Instructional technology (IT)
- Accessible instructional materials (AIM)
- Assistive technology (AT)
- Assistive technology (AT) services
- Accommodations

Participants will understand the following:

- Learner variability has implications for education
- Universal Design for Learning (UDL) is a framework that systematically and intentionally addresses learner variability
- Universal Design for Learning (UDL), instructional technology (IT), accessible instructional materials (AIM), and assistive technology (AT) work together to support students
- There are many types of technology tools that can be used to support students, and the more one explores what is available, the easier it is to plan instructional activities integrating these tools
- Florida's standards are designed to give teachers and curriculum developers a high degree of flexibility and discretion in how to design and scaffold instruction
- Offering choice and providing options allows students to self-select tools and technologies that will increase learner independence and, with teacher assistance, may provide cognitive and instructional scaffolding

Participants will be able to do the following:

- Reflect and discuss the classroom, learner variability, and use of technology.
- Distinguish between Content or Method Standards
- Explore UDL resources
- Develop a Choice Assignment for a content standard
- Explore IT resources
- Identify various types of accessible instructional materials (AIM)
- Explore a variety of AIM resources
- Evaluate district or school-based instructional material for accessibility and flexibility
- Explore AT resources
- Consider assistive technology tools for students with disabilities
- Develop a lesson plan that integrates UDL, instructional technology, accessible instructional materials, and assistive technology
- Identify district and school resources to support the use of Universal Design for Learning, instructional technology, accessible instructional materials, and assistive technology

### **Description of Activities:**

Participants will achieve mastery of the objectives 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. Complete all online learning activities
2. Review all module content, related professional articles, and websites
3. View related videos and presentations
4. Review references and resources
5. Meet as a group (face-to-face and/or virtually)
6. Identify key terms
7. Identify key legislation that impacts technology for students
8. Explore the framework for Universal Design for Learning (UDL), including the three guiding principles and their associated guidelines and checkpoints
9. Complete activities that identify UDL strategies and consider their application in the classroom
10. Complete activities to demonstrate an understanding of the characteristics of instructional technology and explore resources for application across curriculum areas
11. Complete activities to identify accessible instructional materials and resources
12. Complete activities to demonstrate an understanding of instructional materials the IEP team may consider when determining what appropriate and accessible instructional materials for student needs
13. Explore assistive technology devices, services, and assessment processes needed to align various technologies with the individual needs of students
14. Complete activities to demonstrate an understanding of the differences between assistive technology devices
15. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom
16. Complete all comprehension checks
17. 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 course 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 course via tasks submitted and group meetings. Participants completing this component will be surveyed to determine the use of the knowledge, skills gained, and the impact of the component on job performance and student learning gains.

## References:

The Access Project. (n.d.). What teachers need to know. Retrieved from <http://accesstofls.weebly.com/>

AEM Basics. (2020, March 31). Retrieved from <http://aem.cast.org/about/aem-basics.html>

AEM Guide to AMPs. (2019, January 11). Retrieved from <http://aem.cast.org/navigating/aem-guide-amps.html>

AEM for K–12 Educators. (2018, June 20). Retrieved from <http://aem.cast.org/about/quick-start-educators.html>

Accommodations: Assisting Students with Disabilities (2018)

<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>

Acquisition of Specialized Formats. (2018, June 20). Retrieved from <http://aem.cast.org/navigating/acquisition-specialized-formats.html>

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300 (2006)

Assistance to States for the Education of Children with Disabilities, Assistive Technology Device, 34 C.F.R. § 300.5 (2006)

Assistance to States for the Education of Children with Disabilities, Assistive Technology Service, 34 C.F.R. § 300.6 (2006)

Assistance to States for the Education of Children with Disabilities, Purposes, 34 C.F.R. § 300.1 (2006)

“AT Resource Guide.” Assistive Technology & Accessible Educational Materials Center, OCALI, 2013, [ataem.org/at-resource-guide](http://ataem.org/at-resource-guide).

Bakhshaei, Mahsa, et al. “Scaling Up Classroom Coaching for Impactful Technology Use Results from Year 2 of the Dynamic Learning Project.” *Scaling Up Classroom Coaching for Impactful Technology Use*, Digital Promise, 4 Sept. 2019, [digitalpromise.org/2019/09/04/scaling-up-classroom-coaching-for-impactful-technology-use/](http://digitalpromise.org/2019/09/04/scaling-up-classroom-coaching-for-impactful-technology-use/).

Basham, J., & Gardner. (n.d.). Measuring universal design for learning. *Special Education Technology Practice*, 12(2), 15-19. Retrieved from [www.setp.net](http://www.setp.net)

Bonfiglio, Chontelle. “8 Reasons Why Every Child Should Learn to Code.” *Teach Your Kids Code*, Teach Your Kids Code, 24 Aug. 2018, [teachyourkidscode.com/why-coding-is-important-to-learn/](http://teachyourkidscode.com/why-coding-is-important-to-learn/).

Borovoy, A. E. (n.d.). How to use new-media tools in your classroom. *K-12 Education & Learning Innovations with Proven Strategies That Work*. Retrieved from <http://www.edutopia.org/digital-generation-new-media-classroom-tips>

“Captioning and CART.” *Hearing Loss Association of America*, 22 May 2018, [www.hearingloss.org/hearing-help/technology/cartcaptioning/?gclid=Cj0KCQiA6t6ABhDMARIsAONIYy99sdxX3yS MSmxQhbtEMH0GwPPYrD8br43E50E2vgHsdwNy6YCO8aAjRJEALw\\_wcB](http://www.hearingloss.org/hearing-help/technology/cartcaptioning/?gclid=Cj0KCQiA6t6ABhDMARIsAONIYy99sdxX3yS MSmxQhbtEMH0GwPPYrD8br43E50E2vgHsdwNy6YCO8aAjRJEALw_wcB).

CAST. (n.d.). UDL in the ESSA. Retrieved April 3, 2017, from <http://www.cast.org/whats-new/news/2016/udl-in-the-essa.html#.WNxrmBlrJE4>

CAST (2020). UDL Tips for Developing Learning Goals. Wakefield, MA: Author. Retrieved from <http://www.cast.org/publications/2020/udl-tips-developing-learning-goals>

CAST (2018). UDL and the learning brain. Wakefield, MA: Author. Retrieved from <http://www.cast.org/products-services/resources/2018/udl-learning-brain-neuroscience>

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

Center for Applied Special Technology. (n.d.). *UDL online courses*. Retrieved from <http://udlonline.cast.org/>

Center for Applied Special Technology. (n.d.). *Universal design for learning (UDL) guidelines—Version 2.0*. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>

Center for Applied Special Technology. (n.d.). *About UDL*. Retrieved from <http://www.cast.org/udl/index.html>

Common Sense Education. (n.d.). Introduction to the SAMR model. Retrieved April 2, 2016, from <https://www.common sense media.org/videos/introduction-to-the-samr-model#>

Common Sense Media. (n.d.). Retrieved from <http://www.common sense media.org/app-reviews>

Common Sense Media. (n.d.). Retrieved from <http://www.common sense media.org/educators/curriculum>

Common Sense Media. (2009). Common sense tips for digital generation parents. Retrieved from <http://www.edutopia.org/digital-generation-parents-commonsense-video>

Consulting, Novak Educational. “Education Resources.” Education, [www.novakeducation.com/resources](http://www.novakeducation.com/resources).

“Curriculum Compacting.” Curriculum Compacting | National Association for Gifted Children, National Association for Gifted Children, [www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting](http://www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting).

“Definition of Dyslexia.” International Dyslexia Association, 16 July 2018, [dyslexiaida.org/definition-of-dyslexia/](http://dyslexiaida.org/definition-of-dyslexia/).

Educational Technology and Mobile Learning. (n.d.). SAMR model explained for teachers. Retrieved April 2, 2016, from <http://www.educatorstechnology.com/2013/06/samr-model-explained-for-teachers.html>

Educational Technology and Mobile Learning. (2015, March 2). The 20 digital skills every 21st century teacher should have. Retrieved April 1, 2016, from <http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html>

Florida Department of Education. (2017). Florida Department of Education Technical Assistance Paper on Accessible Instructional Materials. Retrieved from <https://info.fldoe.org/docushare/dsweb/Get/Document-5764/dps-2010-70.pdf>

Florida Department of Education. (2014). Florida Department of Education Technical Assistance Paper on What's Special about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-tiered System of Supports. Retrieved from <http://info.fldoe.org/docushare/dsweb/Get/Document-7122/dps-2014-94.pdf>

Florida Department of Education. (2013). Florida Department of Education Technical Assistance Paper on Assistive Technology for Students with Disabilities. Retrieved from <http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>

Florida Department of Education. (2010). *Technical assistance paper: Accessible instructional materials*. Retrieved from <http://info.fldoe.org/docushare/dsweb/Get/Document-5764/dps-2010-70.pdf>

Florida's Multi-Tiered System of Supports. (n.d.). Retrieved March 26, 2015, from <http://www.florida-rti.org/>

Florida State Story. (2019, April 15). Retrieved from <http://aem.cast.org/policies/florida-state-story.html>

Friedman, A., Bolick, C., Berson, M., & Porfeli, E. (2009). National educational technology standards and technology beliefs and practices of social studies faculty: Results from a seven-year longitudinal study. *Contemporary Issues in Technology and Teacher Education*, 9(4). <https://citejournal.org/volume-9/issue-4-09/current->



practice/national-educational-technology-standards-and-technology-beliefs-and-practices-of-social-studies-faculty-results-from-a-seven-year-longitudinal-study

Gordon, D., Gravel, J., & Schifter, L. (n.d.). Perspectives on UDL and assessment. *Articles from the National Center on Universal Design for Learning*. Retrieved from [http://www.udlcenter.org/resource\\_library/articles/mislevy](http://www.udlcenter.org/resource_library/articles/mislevy)

How to Supercharge 5 Traditional Teaching Strategies with UDL | Inclusion Lab, et al. "6 Steps to Planning UDL Lessons (+ 3 Teacher Stories!)." The Inclusion Lab, Brookes Publishing Company, 26 Apr. 2016, [blog.brookespublishing.com/6-steps-to-planning-udl-lessons-3-teacher-stories/](http://blog.brookespublishing.com/6-steps-to-planning-udl-lessons-3-teacher-stories/).

Hildebrandt, K. (2015, June 14). [SAMR graphic]. Retrieved from <https://flic.kr/p/tHCfkH>

The Journal & Ravipati, S. (2017, 05 17). *Report: Students with Learning and Attention Issues Three Times More Likely to Drop Out*. <https://thejournal.com/articles/2017/05/17/students-with-learning-and-attention-issues-three-times-more-likely-to-drop-out.aspx>

Kay, A. (n.d.). *Wikiquote*. Retrieved from [http://en.wikiquote.org/wiki/Alan\\_Kay](http://en.wikiquote.org/wiki/Alan_Kay)

Lit2Go: MP3 Stories and Poems. (n.d.). *Educational Technology Clearinghouse*. Retrieved January 2011 from <http://etc.usf.edu/lit2go/>

National Dissemination Center for Children with Disabilities (NICHCY). (n.d.). *Questions and answers about IDEA: Purposes and key definitions*. Retrieved from <http://nichcy.org/schoolage/qa-series-on-idea/qa1>

National Library Services (NLS). (2010). copyright law amendment, 1996. *NLS Factsheets*. Retrieved January 2011 from <http://www.loc.gov/nls/reference/guides/copyright.html>

Need for AEM. (2018, August 22). Retrieved from <http://aem.cast.org/navigating/need.html>

Novak, K. (2016). Udl now!: A teacher's guide to applying universal design for learning in today's classrooms. Novak, Katie. "What Is Disability in Education? Infographic Download." Novak Education, 11 May 2019, [www.novakeducation.com/blog/what-is-disability-in-education](http://www.novakeducation.com/blog/what-is-disability-in-education). Wakefield, MA: CAST.

Office of Educational Technology, [tech.ed.gov/](http://tech.ed.gov/).

Phillips, M. (Director). (n.d.). *One thumb to rule them all*. Retrieved from [http://www.assistiveware.com/videos.php?video=Mike\\_Phillips&format=mov](http://www.assistiveware.com/videos.php?video=Mike_Phillips&format=mov)

Pitler, H. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Prensky, M. (2008). *The role of technology*. Retrieved from [www.marcprensky.com/writing/Prensky-The\\_Role\\_of\\_Technology-ET-11-12-08.pdf](http://www.marcprensky.com/writing/Prensky-The_Role_of_Technology-ET-11-12-08.pdf)

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.

Prensky, M. (2005). *Shaping tech for the classroom*. Retrieved from <http://www.edutopia.org/adopt-and-adapt-shaping-tech-for-classroom>

Project Tomorrow. (2011). The new 3 e's of education: enabled, engaged and empowered how today's students are leveraging emerging technologies for learning. Retrieved from [http://www.tomorrow.org/speakup/pdfs/SU10\\_3EofEducation%28Students%29.pdf](http://www.tomorrow.org/speakup/pdfs/SU10_3EofEducation%28Students%29.pdf)

Posey, Allison. "Lesson Planning with Universal Design for Learning (UDL)." Understood, Understood, 18 Nov. 2020, [www.understood.org/en/school-learning/for-educators/universal-design-for-learning/lesson-planning-with-universal-design-for-learning-udl](http://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/lesson-planning-with-universal-design-for-learning-udl).

Ralabate, P. K. (2016). *Your udl lesson planner: The step-by-step guide for teaching all learners*. Baltimore, MD: Paul H. Brookes Publishing.

Rideout, V., and Robb, M. B. (2019). *The Common Sense census: Media use by tweens and teens, 2019*. San Francisco, CA: Common Sense Media

Rose, D., & Gravel, J. (n.d.). Getting from here to there. *Articles from the National Center On Universal Design for Learning*. Retrieved from [http://www.udlcenter.org/resource\\_library/articles/gps](http://www.udlcenter.org/resource_library/articles/gps)

Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rose, D. H., & Meyer, A. (2006). *A practical reader in universal design for learning*. Cambridge, MA: Harvard Education Press.

Rose, D.H., Meyer, A., & Gordon, D. (2014). Reflections: Universal design for learning and the common core. *The Special EDge*, 27(2), 3-5.

Sousa, D. A. (2016). *Engaging the rewired brain*. West Palm Beach, FL: Learning Sciences

Teachers with apps. (n.d.). Retrieved from <http://teacherswithapps.com/>

Team, The Understood. "Text-to-Speech Technology: What It Is and How It Works." Understood, Understood, 22 Oct. 2020, [www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/text-to-speech-technology-what-it-is-and-how-it-works](http://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/text-to-speech-technology-what-it-is-and-how-it-works).

TLC-MTSS. (n.d.). *Flexible digital instructional materials* [PDF]. Retrieved from <http://www.tlc-mtss.com/assets/flexible-digital-instructional-materials-rubric-discussion-points.pdf>

TLC-MTSS. *Universal Design for Learning (UDL) - Infographic*. Digital image. [Http://www.tlc-mtss.com](http://www.tlc-mtss.com). TLC-MTSS, n.d.

Web. 24 Mar. 2015. <http://www.tlc-mtss.com/assets/udl-infographic.jpg>.

“Tools for Life.” Georgia Tech Tools for Life, Georgia's Assistive Technology Act Program, [gatfl.gatech.edu/assistive.php](http://gatfl.gatech.edu/assistive.php).

UDL Guidelines: Theory & Practice Version | National Center On Universal Design for Learning. *UDL Guidelines: Theory & Practice Version | National Center On Universal Design for Learning*. N.p., n.d. Web. 24 Mar. 2015.

U.S. Department of Education. (n.d.). Every Student Succeeds Act (ESSA). Retrieved April 3, 2017, from

<https://www.ed.gov/essa?src=ft>

U.S. Department of Education. (n.d.). *IDEA—Building the legacy of IDEA 2004*. Retrieved from <http://idea.ed.gov/>

What Are AEM & Accessible Technologies? (2016, December 15). Retrieved from <http://aem.cast.org/about/what-are-aem-accessible-technologies.html>

What is Differentiated Instruction? (n.d.). Retrieved from Differentiation Central website:

<http://www.diffcentral.com/DIis.html>

What is “special” about special education? Specially designed instruction for students with disabilities within a multi-tiered system of supports [PDF]. (n.d.). Retrieved from

[http://sss.usf.edu/resources/format/pdf/specially\\_designed\\_instruction.pdf](http://sss.usf.edu/resources/format/pdf/specially_designed_instruction.pdf)

Why Provide AEM and Accessible Technologies? (2016, December 15). Retrieved from <http://aem.cast.org/about/why-provide-aem-accessible-technologies.html> (The Journal & Ravipati, 2017)

# Technology to Support Reading Comprehension

**Component No: 3-013-001**

**Maximum inservice Points: 20**

## Target Group:

This online professional development course is offered by the Florida Diagnostic and Learning Resources System (FDLRS). It is funded by the Florida Department of Education, Bureau of Exceptional Student Education, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. This course is designed to provide a professional learning opportunity for educators working with students in a K-12, including students with reading disabilities and reading difficulties. The course is intended to be completed in its entirety. Therefore, no partial credit will be granted.

**General Objective:** This course is designed to provide a deeper understanding of the process of reading comprehension, evidence-based instructional practices for teaching reading comprehension, and to introduce a variety of technology supports and tools that can be used by educators and students to enhance the understanding of text. This knowledge will enable participants to recognize the complexity of reading comprehension, where students may need support in acquiring content, and what educators can do to provide needed support.

## Specific Objectives/Learning Targets:

Participants will be able to:

- Comprehend the National Assessment of Educational Progress (NAEP) data and its implications for reading instruction.
- Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
- Recognize the accompanying conditions and impact of a reading disability.
- Explain Florida's Multi-Tiered System of Supports (MTSS)
- Explore various projects, entities, and resources available to educators supporting literacy.
- Define what is meant by Universal Design for Learning (UDL).
- Define Instructional and Assistive Technology.
- Define reading comprehension.
- Identify the three elements of reading comprehension and how they interrelate.
- Explain processes, strategies, and techniques good readers use to understand text.
- Define and understand evidence-based reading comprehension processes and why they are essential for student reading development.
- Recognize which of Florida's standards you are implementing.
- Know and understand B.E.S.T. Standards implementation.
- Demonstrate understanding of "What Matters" with the standards and their design.
- Interpret the difference between literary and information text.
- Acknowledge access to standards for ALL students.

- Define evidence-based practice.
- Explain the features of explicit instruction.
- Access supports and tools for scaffolding student learning.
- Demonstrate an understanding of ways to intensify instructional delivery.
- Demonstrate understanding that the use of technology should be inclusive for all students to support their learning.
- Identify characteristics of growth and fixed mindset when using technology to support learning.
- Define Accessible Educational Materials (AEM) and understand its legal requirement under the IDEA for students with disabilities.
- Demonstrate an understanding of the Universal Design for Learning (UDL) Guidelines.
- Access technology that supports reading comprehension.

### **Description of Activities:**

Participants will achieve mastery of the objectives by completing the online course in its entirety. The module consists of five units of content and a final implementation activity that measures the impact of implementation on student performance when engaging with and utilizing identified practices and tools.

Required activities include the following.

1. Engage deeply with all course content, related professional articles, videos, and websites.
2. Pass a quiz with a score of 80% or higher.
3. Identify a student who is struggling with reading comprehension, create a student profile for the student, and identify one comprehension process for which the student needs support.
4. Identify one reading standard to address with the student and explain why the standard was selected.
5. Select an evidence-based practice to implement with the student and explain why the practice was selected.
6. Select at least one technology tool to support the student and explain why the technology tool was selected.
7. Collect Pre-data, deliver instruction based on the Implementation Plan, and collect Post-data.
8. Complete the FDLRS Impact Database online form.
9. Complete the Implementation Plan Reflection.
10. Review references and resources.

### **Evaluation:**

Participants complete 1 Demographic Survey, 1 Quiz, 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.

### **References and Resources:**

- Adams, M. (2009). The challenge of advanced texts: The interdependence of reading and learning. In E.H. Heibert (Ed.), *Reading more, reading better: Are American students reading enough of the right stuff?* (pp. 163-189). New York, NY: Guildford Press.
- Back, J. (2018, February). *Mindset and the power of “yet”*. Getting Smart.  
<https://www.gettingsmart.com/2018/02/mindset-and-the-power-of-yet/>
- Barnes, M.A., Dennis, M., & Haefele-Kalvaitis, J. (1996). The effects of knowledge availability and knowledge accessibility on coherence and elaborative inferencing in children from six to fifteen years of age. *Journal of Experimental Child Psychology*, 61(3), 216-241.
- Bergman, J.L. (1992). SAIL: A way to success and independence for low-achieving readers. *Reading Teacher*, 45(8), 598-602).
- Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4th ed.). Paul H. Brookes.
- Brown, R. (2002). Straddling two worlds: Self-directed comprehension instruction for middle schoolers. In C.C. Block and M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 337-350). Guildford Press.
- Cain, K., Oakhill, J.V., Barnes, M.A., & Bryant, P.E. (2001). Comprehension skill, inference making ability and their relation to knowledge. *Memory and Cognition*, 29(6), 850-859.
- Cain, K., Oakhill, J., & Elbro, C. (2020). Reading comprehension: From research to practice. *The Reading League Journal*, 1(3), 32-38.
- Catts, H. W., Adlof, S. M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of Speech, Language, and Hearing Research*, 49(2), 278-293.

Catts, H. W., Hogan, T. P., & Few, M. E. (2003). Subgrouping poor readers on the basis of individual differences in reading-related abilities. *Journal of Learning Disabilities*, 36(2), 151-164.

Center for Applied and Specialized Technology. (2010). *UDL at a glance* [video file]. <https://youtu.be/bDvKnY0g6e4>

Center for Applied and Specialized Technology. *Free learning tools*. <http://www.cast.org/whats-new/learning-tools.html#.Xw6CmChKjIU>

Center for Applied Special Technology. (2018). *The UDL guidelines*. <http://udlguidelines.cast.org/>

Centers for Disease Control and Prevention. (2021). *What is ADHD?* <https://www.cdc.gov/ncbddd/adhd/facts.html>.

Centers for Disease Control and Prevention. (2019). *Comorbidities*. [https://www.cdc.gov/arthritis/data\\_statistics/comorbidities.htm](https://www.cdc.gov/arthritis/data_statistics/comorbidities.htm).

Centers for Disease Control and Prevention. *Attention deficit/hyperactivity disorder fact sheet*. <https://www.cdc.gov/ncbddd/adhd/documents/adhdfactsheetenglish.pdf>.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). (2021). *About ADHD: An overview*. Retrieved from <https://chadd.org/about-adhd/overview/>.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). (2020). *ADHD Quick Facts About ADHD*. Retrieved from [https://chadd.org/wp-content/uploads/2020/04/About-ADHD-ADHD\\_QF.pdf](https://chadd.org/wp-content/uploads/2020/04/About-ADHD-ADHD_QF.pdf).

Duke, N.K., and Pearson, P.D. (2002). Effective practices for developing reading comprehension. In Farstrup, A.E., and Samuels, S.J. (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 205-242). International Reading Association.

Eden, G. (n.d.). *How reading changes the brain*. Retrieved from <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/reading-issues/how-reading-changes-the-brain>

El-Dinary, P. B. (1993). *Teachers learning, adapting, and implementing strategies-based instruction in reading* [Doctoral dissertation, University of Maryland]. Dissertation abstracts international 54, 5410A.

Elleman, A.M. (2017). Examining the impact of inference instruction on the literal and inferential comprehension of skilled and less skilled readers: A meta-analytic review. *The Journal of Educational Psychology*, 109(6), 761-781.



Elleman, A.M. What did I just read? Leveraging knowledge, vocabulary, and inference generation to improve reading comprehension [Conference Presentation]. 2021 Plain Talk about Literacy and Learning, New Orleans, LA, United States.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). *Report of the national reading panel: Teaching children to read: Reports of the subgroups* (00-4754). U.S. Government Printing Office.

Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2010). *The simple view of reading: Research of importance to all educators*. Center for Development and Learning.  
<https://www.cdl.org/articles/the-simple-view-of-reading/>

Farrell, L., Hunter, M., Davidson, M., & Osenga, T. (2019). *The simple view of reading*. Reading Rockets. <https://www.readingrockets.org/article/simple-view-reading>

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. Guilford Press.

Florida Department of Education. (n.d.). ACCESS: Providing Resources that Facilitate the Teaching and Learning of Access Points [website]. <https://accesstofls.org/>

Florida Department of Education. (2018). Accommodations: Assisting Students with Disabilities. <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>

Florida Department of Education. (2015). *Guiding tools for instructional problem solving*. <http://www.florida-rti.org/gtips/index.html#introduction>

Florida Department of Education. (n.d.). *About CPALMS*.  
 (n.d.) [http://www.cpalms.org/CPALMS/about\\_us.aspx](http://www.cpalms.org/CPALMS/about_us.aspx)

Florida Department of Education. (n.d.). Florida's B.E.S.T. Standards. <http://www.fldoe.org/standardsreview/>

Florida Department of Education. (n.d.). *Educator resources*. <http://www.fldoe.org/academics/standards/just-read-fl/resources.stml>

Florida Department of Education. (n.d.). *Florida's multi-tiered system of supports*. <http://www.florida-rti.org/index.htm>

Florida Department of Education. (n.d.). *Just read, Florida!* (n.d.) <http://www.fldoe.org/academics/standards/just-read-fl/>

Florida Department of Education. (n.d.). *MTSS implementation components: Ensuring common language and understanding*. (n.d.) [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf)

Florida Department of Education. (n.d.). *Reading model lesson series*. (n.d.) <http://rmls.florida-ese.org/#/home>

Florida Department of Education. (n.d.). *Universal design for learning: The three principles*. (n.d.). [https://at-udl.com/tutorials/udl\\_principles/](https://at-udl.com/tutorials/udl_principles/)

Florida Department of Education. (n.d.). What is special about special education? Specially designed instruction for students with disabilities within a multi-tiered system of supports. [http://www.floridartti.usf.edu/resources/format/pdf/specially\\_designed\\_instruction\\_mtss.pdf](http://www.floridartti.usf.edu/resources/format/pdf/specially_designed_instruction_mtss.pdf)

Florida State University. (2004-2008). *Student center activities*. <https://www.fcrr.org/student-center-activities>

Florida State University. (2006). *Empowering teachers*. <https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/empowering-teachers/index.html>

Gersten, R., Fuchs, L.S., Williams, J.P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities. *Review of Educational Research*, 71(2), 279-320.

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6-10.

Graves, M.F., Watts, S.M., Graves, B.B. (1994). *Essentials of classroom teaching: Elementary reading*. Allyn & Bacon.

Harris, T. L., and Hodges, R.E. (1995). The literacy dictionary. International Reading Association.

Harvard University Center for the Developing Child. (2021). A guide to executive function. Retrieved from <https://developingchild.harvard.edu/guide/a-guide-to-executive-function/>.

Hennessy, N. E. (2018). Working With word Meaning: Vocabulary Instruction. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (4<sup>th</sup> ed., pp. 558-599). Paul H. Brookes.

Hennessy, N. (2020). *Thinking about comprehension* [Conference presentation]. 2020 Fox Reading Conference, Middle Tennessee State University, Murfreesboro, TN, United States. <https://www.youtube.com/watch?v=HAa04-q3M5M&feature=youtu.be>

Hennessy, N. L. (2021). The Reading Comprehension Blueprint: Helping Students Make Meaning from Text. Paul H. Brookes.

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed). Consortium on Reading Excellence in Education.

Hulme, C., & Snowling, M. J. (2009). *Developmental disorders of language learning and cognition*. Wiley-Blackwell.

Hulme, C., & Snowling, M. J. (2011). Children's reading comprehension difficulties: Nature, causes, and treatments. *Current Directions in Psychological Science*, 20(3), 139-142.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades*. (NCEE 2009-4045). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_reading\\_pg\\_021809.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf)

International Dyslexia Association. (n.d.). *Definition of dyslexia*. <http://eida.org/definition-of-dyslexia/>

## 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: 2-404-001**

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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.3, 3.2.4, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input type="checkbox"/>	<input type="checkbox"/>

### 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5,	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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?**

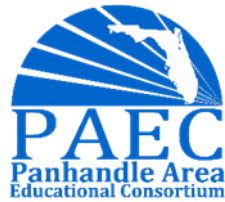
NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, 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 Example**

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.