Baker County Public Schools

Sherrie Raulerson, Superintendent of Schools

270 South Boulevard East, Macclenny, Florida 32063

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"The vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

AGENDA
SCHOOL BOARD MEETING
(Open to the Public)
Monday, August 1, 2022 - 5:00 p.m.
District School Board Room (270 South Boulevard East, Macclenny, Florida)

SUPPLEMENTAL MINUTE BOOK #51 PAGE #3

I.	**A. Invocation** **B. Pledge of Allegiance**			
II.	**CALL TO ORDER – 5:00 P.M.**			
III.	**ROLL CALL OF MEMBERS**			
IV.	**PUBLIC HEARINGS – 5:05 P.M. (if any)**			
V.	**RECOGNITIONS / PRESENTATIONS**			
	➢ **Recognize Retiree George Manos** **(Hire Date: July 31, 2003 ; Retire Date: July 31, 2022)**			
	➢ **Recognize Retiree Elouise Moore** **(Hire Date: August 18, 1993 ; Retire Date: July 31, 2022)**			
	➢ **Recognize Retiree Kathleen Adams** **(Hire Date: August 14, 1992 ; Retire Date: August 2, 2022)**			
VI.	**APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA**			
VII.	**REMOVAL OF ROUTINE ITEMS**			
VIII.	**APPROVAL OF ITEMS FOR ACTION**			
	A.	**Approval of Routine Items**		**CONTACT**
	A.	**1.**	**Approval of the Personnel Items List for Approval on August 1, 2022.**	Sherrie Raulerson (259-0401)
	A.	**2.**	**Approval of the Minutes of the July 18, 2022, Work Session, Executive Session, and School Board Meeting.**	Sherrie Raulerson (259-0401)

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McInarnay, District 1 ❖ Richard Dean Griffis, District 2 ❖ Paula T. Barton, District 3 ❖ Charlie M. Burnett, III, District 4 ❖ Amanda Hodges, District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

	A.	**3.**	**Approval of the 2022-2023 Professional Learning Catalog. (Executive Summary of Changes Included in Packet.)**	Allen Murphy (259-0429)
	A.	**4.**	**Approval of the Adult General Education Tuition for the 2022-2023 School Year.**	Carrie Dopson (259-0408)
	A.	**5.**	**Approval of Post-Secondary Adult Career Training Programs Tuition and Fees for the 2022-2023 School Year.**	Carrie Dopson (259-0408)
	A.	**6.**	**Approval of the Resolution Affirming Participation in the Small School District Council Consortium in the Amount of $3,250.00 Effective July 1, 2022-June 30, 2023. Funding Source: General**	Sherrie Raulerson (259-0401)
	B.		**Approval of Removed Routine Items.**	N/A
	C.		**Approval of the 2022-2023 Agreement with Leonard's Photography for Keller Intermediate School Student and Class Photographs.**	Kelly Horne (259-2444)
	D.		**Approval to De-authorize and Dispose of Itemized Property on Westside Elementary School's Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)**	Debbie Fraser (259-2216)
	E.		**Approval of the Dual Enrollment Articulation Agreement with Florida State College of Jacksonville for the 2022-2023 Academic Year.**	Carrie Dopson (259-0408)
	F.		**Approval of the 2022-2023 Agreement with Leonard's Photography for Westside Elementary School Student and Class Photographs.**	Debbie Fraser (259-2216)
	G.		**Approval of Virtual Learning Lab Agreement with Florida Virtual School. (July 1, 2022 - June 30, 2023)**	Johnnie Jacobs (259-6286)
IX.	**CITIZEN INPUT** *(A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time. Presentations/comments are limited to ten (10) minutes.)*			
X.	**INFORMATION AND ANNOUNCEMENTS**			
XI.	**ADJOURN**			

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

PERSONNEL ITEMS LIST FOR APPROVAL ON AUGUST 1, 2022

RESIGNATION LIST FOR APPROVAL ON AUGUST 1, 2022

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Knight	Amy			Teacher, Social Studies (197 Days)	Baker County High School	May 30, 2022
Maxwell	Natalie		Retirement	Custodian (261 Days)	Baker County Pre-K / Kindergarten Center	August 3, 2022

RESIGNATION LIST FOR APPROVAL ON AUGUST 1, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Thompson	John			Custodian (261 Days, 5 Hours)	Baker County High School	June 27, 2022
Wright	Erin			Teacher, Second Grade (197 Days)	Macclenny Elementary School	May 30, 2022

EMPLOYMENT LIST FOR APPROVAL ON AUGUST 1, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Brim	Haley		Transfer from Paraprofessional, Pre-K (187 Days) at Baker County Pre-K / Kindergarten Center / New Unit	Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	August 9, 2022
Ferguson	Kathryn		Transfer from Teacher, Fourth Grade (197 Days) at Keller Intermediate School / Replacing Erin Wright	Teacher, Second Grade (197 Days)	Macclenny Elementary School	August 2, 2022
Jones	Alia		Initial Employment / Replacing Lacey Hollingsworth	Teacher, Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	August 2, 2022
Padgett	Deborah		Initial Employment / Replacing Ashley Boyette / 100% ESSER Grant Funded Through 09/30/2024	Paraprofessional, Elementary (187 Days)	Macclenny Elementary School	August 9, 2022
Raulerson	Caitlin		Initial Employment / Replacing Heather Wells / 100% ESSER Grant Funded Through 09/30/2024	Paraprofessional, Kindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022
Sapp	Sarah		Transfer from Paraprofessional, Elementary (187 Days) 100% ESSER Grant Funded Through 09/30/2024 at Westside Elementary School / Replacing Clayton Blackshear	Paraprofessional, Elementary (187 Days)	Keller Intermediate School	August 9, 2022
Simmons	Kanon		Transfer Within the Same Site from Teacher, Language Art (197 Days) / replacing Rebekah Rowland	Teacher, Social Studies (197 Days)	Baker County Middle School	August 2, 2022
Stafford	Matthew Jared		Transfer from Teacher, Second Grade (197 Days) at Westside Elementary School / Replacing Abbey Woods	Teacher, Sixth Grade Math (197 Days)	Baker County Middle School	August 2, 2022
Woods	Abbey		Transfer from Teacher, Sixth Grade Math (197 Days) at Baker County Middle School / Replacing Jill Johnson	Teacher, Mathematics (197 Days)	Baker County High School	August 2, 2022

EXTRA DUTY LIST FOR APPROVAL ON AUGUST 1, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Collingwood	Tabitha			Pre-K Curriculum Mapping	Regular Hourly Rate / Maximum 37.5 Hours / Funding Source: General	July 1, 2022 - July 29, 2022
Collingwood	Tabitha			Pre-K Professional Development	Regular Hourly Rate / Maximum 4 Hours / Funding Source: General	July 18, 2022
Green	Chariot			Pre-K Professional Development	Regular Hourly Rate / Maximum 4 Hours / Funding Source: General	July 18, 2022
Harris	Pamela			Writing IEP's	$24.53 Per Hour / Maximum 4 Hours / Funding Source: Federal	July 26, 2022
Jacobs	Heather			Writing IEP's	$24.53 Per Hour / Maximum 4 Hours / Funding Source: Federal	July 26, 2022
Jones	Alia			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 27, 2022
King	Jennifer			Pre-K Professional Development	Regular Hourly Rate / Maximum 4 Hours / Funding Source: General	July 18, 2022
Leino	Tammy			Pre-K Professional Development	Regular Hourly Rate / Maximum 4 Hours / Funding Source: General	July 18, 2022
Maurer	Shelley			Pre-K Professional Development	Regular Hourly Rate / Maximum 4 Hours / Funding Source: General	July 18, 2022
McDonald	Emily			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 27, 2022
Nelson	Mekenzi			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 27, 2022
Smith	Bethany			Pre-K Professional Development	Regular Hourly Rate / Maximum 4 Hours / Funding Source: General	July 18, 2022
Wingard	Stephanie			Writing IEP's	$24.53 Per Hour / Maximum 4 Hours / Funding Source: Federal	July 26, 2022
Yeager	Kelly			Pre-K Professional Development	Regular Hourly Rate / Maximum 4 Hours / Funding Source: General	July 18, 2022

SUPPLEMENT LIST FOR APPROVAL ON AUGUST 1, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Crews	Collin		Westside Elementary School	Director of Music Chorus / Merrie Melodies	Board Approved Rate	2022-2023
Crews	Terry		Transportation	Certified Bus Inspector	Board Approved Rate	2022-2023
Hager	David		Transportation	Certified Mechanic Trainer	Board Approved Rate	2022-2023
Hager	David		Transportation	Certified Bus Inspector	Board Approved Rate	2022-2023
Keast	Rebecca	RESCIND Previously Approved on May 16, 2021	RESCIND Keller Intermediate School	RESCIND Paraprofessional, ESE Ages 6-21	RESCIND Board Approved Rate	RESCIND 2022-2023
Long	Bryan		Transportation	Certified Bus Inspector	Board Approved Rate	2022-2023
Mays	Kevin		Baker County High School	Athletic Director	Board Approved Rate	2022-2023
Mays	Kevin		Baker County High School	Varsity Football Head Coach	Board Approved Rate	2022-2023
Smith	Bethany		Baker County Pre-K / Kindergarten Center	Chairperson, PLC Leader	Board Approved Rate	2022-2023

STIPEND LIST FOR APPROVAL ON AUGUST 1, 2022					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Brookins	Lisa		Professional Development for Computer Science	$100 Per Day / Maximum 1 Day / Funding Source: General	July 21, 2022

OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON AUGUST 1, 2022				
LAST NAME	FIRST NAME	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Burnham	Justin	High School Assistant Band Director	$1,030.00 Flat Rate / Funding Source: General	July 1, 2022 - June 30, 2023
Crews	Richard	Middle School Assistant Baseball Coach	$1,000.00 Flat Rate / Funding Source: General	July 29, 2021 - May 26, 2022
Farmer	Jarvis "Hank"	High School Assistant Football Coach	$2,575 Flat Rate / Funding Source: General	July 1, 2022 - June 30, 2023
Kinney	Kristian	High School Competition Cheerleading Coach	$1,030.00 Flat Rate / Funding Source: General	July 1, 2022 - June 30, 2023
Smith	Freddie	High School Assistant Football Coach	$2,575.00 Flat Fee / Funding Source: General	July 1, 2022 - June 30, 2023

SUBSTITUTE LIST FOR APPROVAL ON AUGUST 1, 2022					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Arnold	Paula		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 20, 2022

SUBSTITUTE LIST FOR APPROVAL ON AUGUST 1, 2022					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Betros	Jan		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 20, 2022
Blackshear	Clayton		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2022
Harvey	Deborah		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 21, 2022
Holloway	Danielle		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2022
Holton	Savana		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 20, 2022
Hurban	Tina		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 19, 2022
Matthews	Karen		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 19, 2022
Pocepowich	Richard		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 19, 2022
Ragan	Jennifer		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 19, 2022
Ragan	Michael		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 19, 2022
Ruise	Annastacia		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 21, 2022
Skelton	Janice		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 19, 2022
Tedesco	Emily		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2022
Williams	Emmaline		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2022

MINUTES
SCHOOL BOARD WORK SESSION
(Open to the Public)
Monday, July 18, 2022 - 2:00 p.m.
District School Board Room (270 South Boulevard East, Macclenny, Florida)

SUPPLEMENTAL MINUTE BOOK #51 PAGE #1

- **Work Session on the Tentative 2022-2023 Budget** *(Facilitator: Teri Ambrose)*

The Baker County School Board met on Monday, July 18, 2022, at 2:00 p.m. for the purpose of a work session on the "Tentative 2022-2023 Budget." The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard "Dean" Griffis, and Amanda Hodges. Board Member Charlie M. Burnett III was not present for the work session. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were also present at the work session. The facilitator for the work session was Teri Ambrose, Executive Director of Support Services. Mrs. Ambrose presented a PowerPoint Presentation and went over the 2022-2023 tentative budget in detail. She also fielded questions from the Board Members. No official action was taken during the work session.

*At the conclusion of the work session, it was announced the Board would go into Executive Session to discuss BCEA and BCESP negotiations.

Paula T. Barton, Board Chairperson	**Sherrie Raulerson, Superintendent of Schools**

MINUTES
EXECUTIVE SESSION
(Closed to the Public)
Monday, July 18, 2022 – Immediately Following Work Session
District School Board Room (270 South Boulevard East, Macclenny, Florida)

SUPPLEMENTAL MINUTE BOOK #51 PAGE #1

The Baker County School Board met on Monday, July 18, 2022, in a closed meeting at the District School Board Room. The purpose of the meeting was to have a closed Executive Session to discuss Baker County Education Support Professionals Association and the Baker County Education Association negotiations with the School Board. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard "Dean" Griffis, and Amanda Hodges. Board Member Charlie M. Burnett III was not present for the executive session. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both in attendance for the executive session. No official action was taken during the session.

Paula T. Barton, Board Chairperson	**Sherrie Raulerson, Superintendent of Schools**

MINUTES
SCHOOL BOARD MEETING
(Open to the Public)
Monday, July 18, 2022 - 3:00 p.m.
District School Board Room (270 South Boulevard East, Macclenny, Florida)

SUPPLEMENTAL MINUTE BOOK #51 PAGE #1

The Baker County School Board met on Monday, July 18, 2022, at 3:00 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold the regularly scheduled Board meeting. Chairperson Paula T. Barton announced that Robin Mobley was going to give the invocation followed by the Pledge of Allegiance led by Tiffany McInarnay.

CALL TO ORDER – 3:00 P.M.

Chairperson Barton called the meeting of the Baker County School Board to order and asked for a roll call of members. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard "Dean" Griffis, and Amanda Hodges. Board Member Charlie M. Burnett III was not present for the meeting. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both present at the meeting.

PUBLIC HEARINGS – 3:00 P.M. (if any)

There were no public hearings at this meeting.

RECOGNITIONS / PRESENTATIONS

There were no scheduled recognitions / presentations at this meeting.

APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA

There were no corrections or additions to the agenda. Therefore, no action was taken on this agenda item.

REMOVAL OF ROUTINE ITEMS

Chairperson Barton asked if any Board member wished to remove a routine item for separate consideration. Hearing none, she continued with the items for action.

APPROVAL OF ITEMS FOR ACTION

	A.		Approval of Routine Items	CONTACT
	A.	**1.**	**Approval of the Personnel Items List for Approval on July 18, 2022.**	Sherrie Raulerson (259-0401)
	A.	**2.**	**Approval of the Minutes of the June 20, 2022, Expulsion Hearings and School Board Meeting.**	Sherrie Raulerson (259-0401)
	A.	**3.**	**Approval of the Financial Reports for the Month Ending May 31, 2022.**	Teri Ambrose (259-0418)
	A.	**4.**	**Approval of the Baker County High School FFA Chapter Out of State Travel for Students and Employee Chaperones on October 19, 2022, to Moultrie, Georgia for the Sunbelt Ag Expo.**	Johnnie Jacobs (259-6286)
	A.	**5.**	**Approval to Renew the Agreement with ProCare Therapy to Provide a Board Certified Behavior Analyst Effective August 8, 2022 - May 26, 2023. Funding Source: 2022-2023 ARP**	Michael Green (259-0444)
	A.	**6.**	**Approval to Piggyback Suwannee County Food Service Supplies Bid No. 20-203, Effective July 1, 2022 - June 30, 2023.**	Tonya Tarte (259-4330)
	A.	**7.**	**Approval to Piggyback Columbia County School District Bid with K & K Insurance Group, Inc. for Student Accident Insurance Bid No. 18-004-CCS for the 2022-2023 School Term.**	Tonya Tarte (259-4330)
	A.	**8.**	**Approval to Utilize the State of Florida Propane Contract No.15111510-19-0 (LP Gas) Awarded to Suburban Propane of Sarasota, Florida. Effective July 1, 2022 - June 30, 2025.**	Tonya Tarte (259-4330)
	A.	**9.**	**Approval of the 2022-2023 Baker County Pre-K Program Fee Schedule.**	Bonnie Jones (259-0405)
	A.	**10.**	**Approval to Renew Agreement with Quality Therapy Solutions, Effective August 2, 2022 - July 31, 2023. (Speech / Language & Occupational Therapy - Changes Noted.)**	Michael Green (259-0444)
	A.	**11.**	**Approval of Amendment #1 to the 2021-2022 Adult Education Grant in the Amount of $1,200.00 with No Change to Original Budget of $88,991.00.**	Carrie Dopson (259-0408)

	A.	**12.**	**Approval of Amendment #2 to the 2021-2022 Adult Education Grant in the Amount of $45,000.00 for a New Total Budget of $133,991.00.**	Carrie Dopson (259-0408)
	A.	**13.**	**Approval of the Participating Agency Agreement with the Baker County Sheriff's Office to Provide Adult Education Services to Inmates Effective July 1, 2022 - June 30, 2023.**	Carrie Dopson (259-0408)
	A.	**14.**	**Approval of the June 2022 District Property Inventory.**	Denny Wells (259-5420)
	A.	**15.**	**Approval of the Budget Amendment to the "ARP ESSER III: General Fund and Learning Loss" Grant in the Amount of $375,835.00. No Change in Overall Budget Total of $8,746,834.00. Amendment / Federal / No Matching**	Traci Wheeler (259-6776)
	A.	**16.**	**Approval of the Grant Proposal for "American Rescue Plan (ARP) - Summer Learning Camps" in the Amount of $268,763.00. New / Entitlement / Federal / No Matching**	Traci Wheeler (259-6776)
	A.	**17.**	**Approval to Advertise 3.564 as the Required Local Effort Millage for the 2022-23 Budget. (DOE Will Change this Figure On or Before July 19, 2022.)**	Teri Ambrose (259-0418)
	A.	**18.**	**Approval to Advertise .748 as the Basic Discretionary Operating Millage for the 2022-23 Budget.**	Teri Ambrose (259-0418)
	A.	**19.**	**Approval to Advertise 1.500 as the Basic Discretionary Capital Outlay Millage for the 2022-23 Budget.**	Teri Ambrose (259-0418)
	A.	**20.**	**Approval to Advertise 5.812 as the Total Millage for the 2022-23 Budget.**	Teri Ambrose (259-0418)
	A.	**21.**	**Approval to Reimburse Kimberly Spurlock (Parent) Mileage for Transporting Son To and From Baker County Middle School. Funding Source: 2022-23 IDEA Grant**	Michael Green (259-0444)
	A.	**22.**	**Approval to Reimburse Elizabeth Thomas (Parent) Mileage for Transporting Daughter To and From Jacksonville to Meet the Bus for Florida School for Deaf & Blind. Funding Source: 2022-23 IDEA Grant**	Michael Green (259-0444)
	A.	**23.**	**Approval to Reimburse Jessica Delp (Parent) Mileage for Transporting Daughter To and From Jacksonville to Meet the Bus for Florida School for Deaf & Blind. Funding Source: 2022-23 IDEA Grant**	Michael Green (259-0444)
	A.	**24.**	**Approval to Reimburse Starlena Pike (Parent) Mileage for Transporting Son To and From Palm Avenue Exceptional Center in Jacksonville. Funding Source: 2022-23 IDEA Grant**	Michael Green (259-0444)
			Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Dean Griffis. The motion carried 4-0.	
	B.		**Approval of Removed Routine Items.**	N/A
			There were no removed routine items. Therefore, no action was taken on this agenda item.	
	C.		**Approval of the 2021-2022 Annual Equity Update Report Mandated by the Florida Department of Education.**	Robin Mobley (259-0427)

			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Dean Griffis. The motion carried 4-0.	
	D.		**Approval of Revised Job Description: 43.00 (Paraprofessional / Library Media)**	Robin Mobley (259-0427)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 4-0.	
	E.		**Approval of Revised Job Descriptions: 31.00 (Extended Day Enrichment Program Supervisor) & 32.00 (Extended Day Enrichment Program Assistant Supervisor)**	Robin Mobley (259-0427)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McInarnay. The motion carried 4-0.	
	F.		**Approval of the 2022-2023 Agreement with the University of Florida Board of Trustees and University of Florida Jacksonville Physicians, Inc. for On-Campus Work Experiences for Baker County High School Students.**	Carrie Dopson (259-0408)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 4-0.	
	G.		**Approval of the Dual Enrollment Articulation Agreement with Florida Gateway College (FGC) in Partnership with the University of Florida to Provide Students the Opportunity to Earn Certification or License in Water and/or Waste Management at FGC.**	Carrie Dopson (259-0408)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McInarnay. The motion carried 4-0.	
	H.		**Approval of the Subcontractor Agreement with Florida Gateway College (FGC) to Provide Consulting Services for FGC's Adult Education Program in Dixie County, Florida.**	Carrie Dopson (259-0408)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 4-0.	
	I.		**Approval to De-authorize and Dispose of Itemized Property on Westside Elementary School's Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)**	Debbie Fraser (259-2216)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Amanda Hodges. The motion carried 4-0.	

	J.		**Approval of the 2022-2023 Agreement with Leonard's Photography for Student and Class Photographs.**	Bonnie Jones (259-0405)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Dean Griffis. The motion carried 4-0.	
	K.		**Approval to De-authorize and Dispose of Itemized Property on Student Services' Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)**	Michael Green (259-0444)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Dean Griffis. The motion carried 4-0.	
	L.		**Approval to Award Bid for Baker Pre-K / Kindergarten Center Reroofing Project for Buildings 3, 4, & 5 to BBG Consulting Group in the Amount of $486,856.18.**	Denny Wells (259-5420)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McInarnay. The motion carried 4-0.	

CITIZEN INPUT

- Mr. Doug Conkey, Intergovernmental Coordinator, for St. Johns River Water Management District spoke about the upcoming 2022-2023 Blue School Grant Application period. Grants will be accepted between August 1, 2022 – September 15, 2022. Grants are open to middle and high school teachers and are used to enhance student's knowledge of Florida's water resources.

INFORMATION AND ANNOUNCEMENTS

- Superintendent Raulerson congratulated Tom Hill, Lynn Green, and Bonnie Jones for their great presentations at the NEFEC Summer Leadership Conference.

- Superintendent Raulerson announced that the data from DOE's 2021-2022 assessments had been returned and asked Traci Wheeler, Director of Accountability and Special Programs, to give a summary of the results.

Macclenny Elementary & Westside Elementary

- Both schools scored higher than the state averages in Grade 3 ELA and Grade 3 Math
- Ranked 2nd in the state in Grade 3 ELA
- Ranked 3rd in the state in Grade 3 Math

Keller Intermediate School

- Increased percentage of students scoring proficient in Grade 4 ELA
- Scored higher than the state average in Grade 5 Math

Baker County Middle School

- Increased percentage of students scoring proficient in six areas (Grade 6 ELA, Grade 7 ELA, Grade 8 ELA, Grade 6 Math, Grade 7 Math, and Civics EOC)

- Scored higher than the state averages in five areas (Grade 6 ELA, Grade 6 Math, Grade 7 Math, Grade 8 Science, and Civics EOC)
- Ranked in the top 10 in the state in three areas (Civics – ranked 7th, Grade 6 ELA – ranked 7th, and Grade 6 Math – ranked 9th)

Baker County High School

- Increased percentage of students scoring proficient in Grade 9 ELA
- Scored higher than the state average in U.S. History EOC

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

PERSONNEL ITEMS LIST FOR APPROVAL ON JULY 18, 2022

RESIGNATION LIST FOR APPROVAL ON JULY 18, 2022

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Adams	Heather			Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	May 30, 2022
Baker	Victoria			Teacher, Third Grade (197 Days)	Westside Elementary School	May 30, 2022
Boyette	Ashley		(100% Grant Funded / Program Period Ends 09/30/2024)	Paraprofessional (187 Days)	Macclenny Elementary School	May 30, 2022
Carter	Meara			Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	May 30, 2022
Dunbar	Savannah			Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	May 30, 2022
Hamel	Rena			Secretary, Guidance Services (240 Days)	Baker County High School	July 26, 2022
McDonald	Emily			Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	July 19, 2022
Strickland	Matthew			Teacher, Social Studies (197 Days)	Baker County High School	May 30, 2022

EMPLOYMENT LIST FOR APPROVAL ON JULY 18, 2022

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Arnold	Corey		Initial Employment / Replacing Shelby Combs	Extended Day Enrichment Program Assistant Supervisor (181 Days)	Macclenny Elementary School	August 9, 2022

EMPLOYMENT LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Blackshear	Clayton		Transfer Within Same Site from Paraprofessional, Title I Elem (187 Days) / Replacing Patricia Heath - No Vacancy Swap	Paraprofessional, Elem (187 Days)	Keller Intermediate School	August 9, 2022
Brownlee	Tammy		Transfer Within Same Site from Paraprofessional, Elem - 100% ESSER Grant Funded (187 Days) / New Unit	Paraprofessional, Title 1 Elem (187 Days)	Keller Intermediate School	August 9, 2022
Carlton	Monica		Transfer Within Same Site from Paraprofessional, ESE Ages 6-21 (206 Days) / Replacing Brianna Graham - No Vacancy Swap	Paraprofessional, Middle / Junior - 100% ESSER Grant Funded (187 Days)	Baker County Middle School	August 9, 2022
Carter	Meara		Transfer Within Same Site from Paraprofessional, ESE Ages 6-21 (187 Days / Replacing Nathan Harrell - No Vacancy Swap	Paraprofessional, SH - 100% ESSER Grant Funded (187 Days)	Baker County High School	August 9, 2022
Collingwood	Tabitha		Promotion / Transfer Within Same Site from Paraprofessional, ESE Ages 3-5 (187 Days) / Replacing Brianna Dove	Teacher, Pre-Kindergarten CDA (197 Days)	Baker County Pre-K / Kindergarten Center	August 2, 2022
Combs	Sara		Initial Employment / Replacing Alice Cushman	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County Middle School	August 9, 2022
Conner	Brittany		Initial Employment / Replacing Emily McDonald	Paraprofessional, Pre-Kindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022
Crews	Tara		Initial Employment / Replacing Renee Denmark	Extended Day Enrichment Program Assistant Supervisor (181 Days)	Westside Elementary School	August 9, 2022
Daniels	Kaitlynn		Initial Employment / Replacing Robert Sharpe	Paraprofessional, ESE Ages 6-21 (187 Days)	Westside Elementary School	August 9, 2022
Dinkens	Nikki		Initial Employment / Replacing Meara Carter / 100% ESSER Grant Funded	Paraprofessional, SH (187 Days)	Baker County High School	August 9, 2022
Dove	Brianna		Promotion / Transfer Within Same Site from Teacher, Pre-Kindergarten CDA (197 Days) / Replacing Alicia Leadbeater	Teacher, Varying Exceptionalities (197 Days)	Baker County Pre-K / Kindergarten Center	August 2, 2022
Dugger	Paige		Initial Employment / Replacing Heather Adams	Paraprofessional, Pre-Kindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022

EMPLOYMENT LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Echols	Debra		Transfer Within Same Site from Paraprofessional, Kindergarten PE (187 Days) / Replacing Lucretia Padgett	Paraprofessional, Kindergarten Kinder-Kittens (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022
Graham	Brianna		Transfer Within Same Site from Paraprofessional, Middle / Junior - 100% ESSER Grant Funded (187 Days / Replacing Monica Carlton - No Vacancy Swap (Unit Reassigned from 206 Days)	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County Middle School	August 9, 2022
Grendzinski	Mariah		Initial Employment / New Unit	Speech and Language Associate (197 Days)	Macclenny Elementary School	August 2, 2022
Harrell	Nathan		Transfer Within Same Site from Paraprofessional, SH - 100% ESSER Grant Funded (187 Days / Replacing Meara Carter - No Vacancy Swap	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	August 9, 2022
Harris	Haley		Initial Employment / Replacing Jordan Johnson	Custodian (261 Days, 5.5 Hours)	Baker County High School	July 1, 2022
Harris	Leslie		Initial Employment / Replacing Kaitlynn Harris	School Secretary (216 Days)	Baker County Pre-K / Kindergarten Center	July 18, 2022
Heath	Patricia		Transfer Within Same Site from Paraprofessional, Elem (187 Days) / Replacing Clayton Blackshear - No Vacancy Swap	Paraprofessional, Title 1 Elem (187 Days)	Keller Intermediate School	August 9, 2022
Hite	Jeremy		Promotion / Transfer from Teacher, Business Tech Ed (197 Days) / Replacing Kenneth Kirkland	Technician, Instructional Technology (240 Days)	District Office	July 1, 2022
Jacobs	Heather		Transfer from Teacher, Second Grade (197 Days) at Westside Elementary School / Replacing Peggy Hand	Teacher, Intellectual Disabilities (197 Days)	Baker County High School	August 2, 2022
Johnson	Jill		Transfer Within Same School Site from Teacher, Mathematics (197 Days) / Replacing Jaime Stokes	Teacher, Intellectual Disabilities (197 Days)	Baker County High School	August 2, 2022
Keast	Rebecca		Transfer from Paraprofessional, ESE Ages 6-21 (187 Days) at Keller Intermediate School / Replacing Tabitha Collingwood	Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022

EMPLOYMENT LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
McGlew	Ashley		Transfer / Promotion Within Same Site from Account Clerk / Payroll Clerk (261 Days) 100% ESSER Grant Funded / Replacing Kim Green	Executive Secretary / Certification Specialist (261 Days)	District Office	July 1, 2022
Monds	Breanna		Initial Employment / Replacing Debra Kelly	Paraprofessional, Elementary Art (187 Days)	Keller Intermediate School	August 9, 2022
Moore	Rachel		Initial Employment / Replacing Rebecca Keast	Paraprofessional, ESE Ages 6-21 (187 Days)	Keller Intermediate School	August 9, 2022
Morgan	Makena		Initial Employment / Replacing Cynthia Carter	Teacher, Fifth Grade (197 Days)	Keller Intermediate School	August 2, 2022
Nash	Rhonda		Transfer Within Same Site from Paraprofessional, Pre-Kindergarten (187 Days) / Replacing Lisa Sollicito - No Vacancy Swap	Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022
Padgett	Lucretia		Promotion / Transfer Within Same Site from Paraprofessional, Kindergarten (187 Days) / Replacing Elouise Moore (Unit Reassigned from 206 Days)	Library Media Assistant (197 Days)	Baker County Pre-K / Kindergarten Center	August 2, 2022
Poulin	Theresa		Initial Employment / Replacing Barbara Belleville (Unit Reassigned from 216 Days)	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County Middle School	August 9, 2022
Richard	George		Transfer Within Same Site from Teacher, Intellectual Disabilities (197 Days) / Replacing Brock Canaday	Teacher, Physical Education (197 Days)	Baker County High School	August 2, 2022
Rogers	Mark		Initial Employment / Replacing Debra Echols	Paraprofessional, Kindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022
San Pedro	Eric		Initial Employment / Replacing Donald Riddle	Teacher, USAF JROTC (197 Days)	Baker County High School	August 2, 2022
Sollicito	Lisa		Transfer Within Same Site from Paraprofessional, ESE Ages 3-5 (187 Days) / Replacing Rhonda Nash - No Vacancy Swap	Paraprofessional, Pre-Kindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022
Tedesco-Hall	Trishia		Initial Employment / Replacing Tressie Maxwell	Extended Day Enrichment Program Supervisor (182 Days)	Westside Elementary School	August 9, 2022

EMPLOYMENT LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Trippett	Kailee		Transfer Within Same Site from Teacher, Music Elem (197 Days) / Replacing Heather Jacobs	Teacher, Second Grade (197 Days)	Westside Elementary School	August 2, 2022
Walters	Gina		Initial Employment / Replacing Lara Manalo	School Psychologist (197 Days)	Student Services	August 2, 2022
Ward	James Evan		Transfer from Teacher, Fourth Grade (197 Days) at Keller Intermediate School / Replacing Mark Beach	Teacher, Business Tech Ed (197 Days)	Baker County High School	August 2, 2022
Wells	Heather		Transfer Within Same School Site from Paraprofessional, Kindergarten (187 Days) 100% ESSER Grant Funded / Replacing Savannah Dunbar	Paraprofessional, Pre-Kindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2022

REAPPOINTMENT LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Hayden	Bonnie		Extended Day Enrichment Program Supervisor (182 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2022-2023

EXTRA DUTY LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Akins	Kristina			Writing IEP's	$24.53 Per Hour / Maximum 4 Hours / Funding Source: Federal	July 26, 2022
Auger	Kristine			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Barrett	Ashley			VPK Teacher on Special Assignment	Regular Hourly Rate / Maximum 10 Hours / Funding Source: General	June 20, 2022 - July 19, 2022
Clevenger	Emily			Collaboration and Regionalization Efforts for Adult Ed Programs	Regular Hourly Rate / Maximum 75 Hours / Funding Source: Federal	July 1, 2022 - June 30, 2023
Cline	Laura			Summer of Success Credit Recovery Data Processing	Regular Hourly Rate / Maximum 105 Hours / Funding Source: General	June 20, 2022 - July 19, 2022

EXTRA DUTY LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Cranford	Jacob			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Crawford	Danielle			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Crews	Tucker			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Crummey	Kindall			Summer of Success Career Specialist	Regular Hourly Rate / Maximum 90 Hours / Funding Source: Federal	June 20, 2022 - July 19, 2022
Davis	Brandy			Collaboration and Regionalization Efforts for Adult Ed Programs	Regular Hourly Rate / As Needed / Funding Source: Federal	July 1, 2022 - June 30, 2023
Davis	Kaitlynn			Summer Bookkeeping / Training	Regular Hourly Rate / Maximum 40 Hours / Funding Source: General	July 1, 2022 - July 14, 2022
Davis	Kaylan			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Dennis	Jaime			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Dopson	Kellen			Curriculum Mapping	$28.72 Per Hour / Maximum 5 Hours / Funding Source: Federal	July 1, 2022 - July 29, 2022
Dove	Brianna			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 27, 2022
Dove	Brianna			Summer VPK Substitute	Regular Hourly Rate / As Needed / Funding Source: General	May 16, 2022 - July 19, 2022
Gainey	Krystal			Curriculum Mapping	$28.72 Per Hour / Maximum 5 Hours / Funding Source: Federal	July 1, 2022 - July 29, 2022

EXTRA DUTY LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Gernhard	Joyce			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Hand	Peggy			Summer of Success Credit Recovery Teacher	Regular Hourly Rate / Maximum 75 Hours / Funding Source: Federal	July 1, 2022 - July 19, 2022
Harrison	McKenzie			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Hinton	Patricia			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Holtom	Sharon			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Jackson	Angela			Summer Feeding Program	Regular Hourly Rate / Maximum 245 Hours / Funding Source: Federal	June 14, 2022 - July 28, 2022
Johnson	Jill			Writing IEP's	$24.53 Per Hour / Maximum 4 Hours / Funding Source: Federal	July 26, 2022
Kerce	Leslie			Curriculum Mapping	$28.72 Per Hour / Maximum 5 Hours / Funding Source: Federal	July 1, 2022 - July 29, 2022
Koburger	Lisa			Summer Administrative Duties	Regular Hourly Rate / Maximum 30 Hours / Funding Source: General	June 13, 2022 - July 14, 2022
McCullough	Harli			Curriculum Mapping	$28.72 Per Hour / Maximum 9 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
McCullough	Tammy			Writing IEP's	$24.53 Per Hour / Maximum 4 Hours / Funding Source: Federal	July 26, 2022
McCullough	Tucker			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022

EXTRA DUTY LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
McDonald	Emily			Summer VPK Substitute	Regular Hourly Rate / As Needed / Funding Source: General	May 16, 2022 - July 19, 2022
McGee	Ryan			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
McHenry	Jessica			Curriculum Mapping	$28.72 Per Hour / Maximum 5 Hours / Funding Source: Federal	July 1, 2022 - July 29, 2022
Mixon	Norma Deneese			Writing IEP's	$24.53 Per Hour / Maximum 4 Hours / Funding Source: Federal	July 26, 2022
Murphy	Bryan			Writing IEP's	$24.53 Per Hour / Maximum 4 Hours / Funding Source: Federal	July 26, 2022
Odom	Jessica			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Padgett	Karen			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Pipkins	Chrystal			ESY Summer School Bus Driver	Regular Hourly Rate / Maximum 75 Hours / Funding Source: Federal	June 20, 2022 - August 5, 2022
Prescott	Amy			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Reagan	Elisa			Collaboration and Regionalization Efforts for Adult Ed Programs	Regular Hourly Rate / Maximum 75 Hours / Funding Source: Federal	July 1, 2022 - June 30, 2023
Register	Scott			Collaboration and Regionalization Efforts for Adult Ed Programs	Regular Hourly Rate / Maximum 75 Hours / Funding Source: Federal	July 1, 2022 - June 30, 2023
San Pedro	Eric			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 27, 2022

EXTRA DUTY LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Sands	Patricia			Collaboration and Regionalization Efforts for Adult Ed Programs	Regular Hourly Rate / Maximum 75 Hours / Funding Source: Federal	July 1, 2022 - June 30, 2023
Satterwhite	Cari			Summer Hours for BCMS ESE Extended School Year	Regular Hourly Rate / Maximum 30 Hours / Funding Source: Federal	June 13, 2022 - August 5, 2022
Simmons	Kanon			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Smith	Jenna			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Smith	Lacy			Curriculum Mapping	$28.72 Per Hour / Maximum 15 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Taylor	Bridget			Curriculum Mapping	$28.72 Per Hour / Maximum 9 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022
Teague	Tami			Summer of Success Front Office Staff Substitute	Regular Hourly Rate / As Needed / Funding Source: Federal	June 20, 2022 - July 19, 2022
Tolliver	Angelina			ESY Summer School Bus Aide	Regular Hourly Rate / Maximum 75 Hours / Funding Source: Federal	June 20, 2022 - August 5, 2022
Williams	Irish			Summer Feeding Program	Regular Hourly Rate / Maximum 245 Hours / Funding Source: Federal	June 14, 2022 - July 28, 2022
Willoughby	Jana			Curriculum Mapping	$28.72 Per Hour / Maximum 30 Hours / Funding Source: Federal	May 31, 2022 - June 30, 2022

SUPPLEMENT LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**SPECIAL NOTE**	**LOCATION**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Daniels	Kaitlyn		Westside Elementary School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Grendzinski	Mariah		Macclenny Elementary School	Speech and Language Associate	Board Approved Rate	2022-2023

SUPPLEMENT LIST FOR APPROVAL ON JULY 18, 2022						
LAST NAME	**FIRST NAME**	**SPECIAL NOTE**	**LOCATION**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Rhoden	Cheryl		Westside Elementary School	Teacher, ESE	Board Approved Rate	2022-2023
Richard	George	RESCIND Previously Approved on June 6, 2022	RESCIND Baker County High School	RESCIND Teacher, ESE	RESCIND Board Approved Rate	RESCIND 2022-2023
San Pedro	Eric		Baker County High School	Air Force ROTC	Board Approved Rate	2022-2023
Spivey	Samantha		Westside Elementary School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Walters	Gina		Student Services	School Psychologist	Board Approved Rate	2022-2023

STIPEND LIST FOR APPROVAL ON JULY 18, 2022					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
Anderson	Jacob		Professional Development for Computer Science	$100 Per Day / Maximum 1 Day / Funding Source: General	July 21, 2022
Eiserman	Melissa		Professional Development for Computer Science	$100 Per Day / Maximum 1 Day / Funding Source: General	July 21, 2022
Rhoden	Gracemarie		Professional Development for Computer Science	$100 Per Day / Maximum 1 Day / Funding Source: General	July 21, 2022
Stalnaker-Ugartechea	Julia		Professional Development for Computer Science	$100 Per Day / Maximum 1 Day / Funding Source: General	July 21, 2022
Williams	Byronelle		Professional Development for Computer Science	$100 Per Day / Maximum 1 Day / Funding Source: General	July 21, 2022

OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON JULY 18, 2022				
LAST NAME	**FIRST NAME**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Brown	Athena Gail	Substitute Teacher Training	$1000.00 Flat Rate / Funding Source: General	July 28, 2022

LEAVE LIST FOR APPROVAL ON JULY 18, 2022					
LAST NAME	**FIRST NAME**	**MI**	**# OF DAYS**	**TYPE OF LEAVE**	**EFFECTIVE DATES**
Hughes	Lindsey		197 Days	Personal Leave Without Pay - Personal / Extended	August 2, 2022 - May 30, 2023
Kelly	Debra		187 Days	Personal Leave Without Pay - Personal / Extended	August 9, 2022 - May 29, 2023
Lee	Michelle		16.25 Days	Personal Leave Without Pay - Medical	June 9, 2022 - June 30, 2022

SUBSTITUTE LIST FOR APPROVAL ON JULY 18, 2022					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Anderson	Jakari		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 7, 2022
Baker	Victoria		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2022
Boldry	Lydia		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2022
Canaday	Jerri		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 7, 2022
Ellis	Yolanda		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2022
Griffis	Mary		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2022
Hendricks	Kelly		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2022
Johnson	Melinda		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	June 21, 2022
Jones	Jamil		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2022
Jones	Jeremy		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 7, 2022
Lambing	Caile		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 7, 2022
McDuffie	Dorothy		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 7, 2022
McLelland	Linda		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2022
Midyette	Joan		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 7, 2022
Monds	Debra		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2022
Slone	Susan		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 7, 2022

SUBSTITUTE LIST FOR APPROVAL ON JULY 18, 2022					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Tomlinson	Kitty		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2022
Warren	Teresa		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2022
Wiggins	Janie		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2022

ADJOURNMENT FROM JULY 18, 2022, SCHOOL BOARD MEETING

Since there was no further business to come before the Board, Dean Griffis made a motion to adjourn, seconded by Tiffany McInarnay. The meeting adjourned via general consensus.

Paula T. Barton, Board Chairperson	**Sherrie Raulerson, Superintendent of Schools**

Baker County Public Schools
Sherrie Raulerson, Superintendent of Schools
270 South Boulevard East, Macclenny, Florida 32063
Telephone: (904) 259-6251 www.bakerk12.org Fax: (904) 259-1387

July 14, 2022

Sherrie Raulerson, Superintendent
Baker County School District
270 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I am requesting School Board approval of the 2022-2023 Professional Learning Catalog. Due to the length of this document, I am submitting a summary of the major changes to this plan. To access the Professional Learning Catalog, please go to the following link for the entire document:

https://sites.google.com/nefec.org/nefecisp/professional-learning-catalog

Please call me if you have any questions.

Thank you for your consideration of this matter.

Sincerely,

Allen Murphy
Executive Director of Teaching and Learning

AM/jts

PLC Updates for 2022-2023

- Updated all year numbers
- Removed year designations from Schools of Excellence component
- Made all components separate documents with links to a master spreadsheet with tabs for section, alphabetical, and numerical look-up.
- Added FCRR Reading endorsement pathway to Reading Endorsement by adding the names of the components in the table, including the combined Competency 1 and 2 course as follows:
    - Competency 1: Foundations of Reading Instruction
    - Competency 2: Application of Evidence-based Instructional Practices
    - Competencies 1 and 2: Reading Foundations and Evidence-Based Instructional Practices
    - Competency 3: Foundations of Assessment
    - Competency 4: Foundations & Applications of Differentiated Instruction
    - Competency 4: Differentiating Instruction in Reading
    - Competency 5: Demonstration of Accomplishment
- Updated NOELs Contacts
- Changed Headings in By Section tab of components to match DOE numbering system

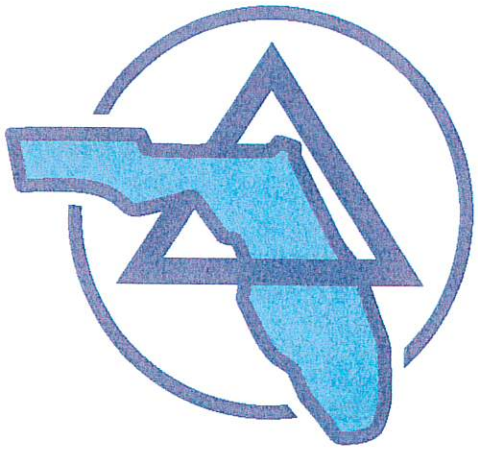
Components Added/Revised:

Name	Section	Number	Points	Update?
Building Inclusive Schools	4	7-100-001	10	N
Secondary Transition: Developing and Implementing an Effective Program	4	8-103-108	20	Y
Child Outcome Summary Process	4	4-102-008	10	N

The following highlighted component numbers were added for banking points.

	Reading	Reading Bankable	SWD	SWD Bankable	Points
EXPLORING STRUCTURED LITERACY (PDA)	2-013-006	2-013-010	2-100-027	2-100-031	40
READING DIFFICULTIES, DISABILITIES, AND DYSLEXIA (PDA) *	2-013-005	2-013-009	2-100-018	2-100-029	20
READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES *	2-013-002	2-013-008	2-100-019	2-100-030	120
STRUCTURED LITERACY THROUGH A MULTI-SENSORY APPROACH	2-013-007	2-013-011			20

Section 1: General Overview
Professional Learning Catalog 2022-2023



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LINK TO ALL COMPONENT LISTS AND NUMBERS

Mission Statement

The Mission of the NEFEC Instructional Services Program (ISP) is to assist member districts in achieving Florida education goals. Recognizing the diversity of needs in our schools, districts, and communities, the ISP is charged with providing access to state-of-the-art programs of continuing professional learning, keyed to school improvement objectives and the professional learning system to ensure that all teachers and other school-related personnel develop and demonstrate the skills, values, and knowledge needed to help all students attain the highest standards of performance. To achieve this mission, the Consortium staff collaborates with district personnel, regional service providers, and universities to coordinate services and deliver professional learning and support in a timely and cost-effective manner to meet the needs of districts, schools, teachers, and staff.

Management of the Program

Individual faculty members, school principals, and district staff are challenged to incorporate quality principles and school improvement concepts into their planning processes. As a result of site-based planning and decision-making and the involvement of internal and external stakeholders, professional development must address specific student needs based on data, community needs, and community expectations. Data collection becomes a valuable tool to identify common priorities, while evaluation and follow-up are essential to providing state-of-the-art, cost-effective professional learning experiences that produce tangible results in improving the quality of education services through improved employee performance.

The responsibility for the management of professional development in member districts is a collaborative effort among the NEFEC Instructional Service staff, district Professional Development Directors, and the local school/work sites, all of whom facilitate the planning, learning (delivery), implementation, and evaluation as set forth in Florida's Professional Development Evaluation System Protocol.

Participation

Stakeholders are informed about available professional learning opportunities through individual district communication systems, the NEFEC regional training calendar, the events calendar on the NEFEC website, the NEFEC Organization of Educational Leaders meetings, NEFEC Board of Directors meetings, flyers, email notices, and other various means of communication.

Registration Process

The registration process varies widely. School and district Professional Development Directors coordinate the process for site-based activities. Participants registering for activities sponsored by NEFEC register online through the NEFEC website on the Event Calendar.

Components and Points

The Professional Learning Catalog (PLC), components describe the type of training and professional learning opportunities available for certificated and non-certificated personnel. All activities for which inservice (component) points are awarded must be covered by an approved component outlined in the PLC. One (1) inservice point is equivalent to one (1) clock hour of participation in training and professional learning activities. All personnel involved in training and professional learning activities for

which they expect to earn inservice points are required to demonstrate increased competency via one or more valid means of measurement, appropriate to the specific objectives of a component. The valid means of measurement are specified in the Evaluation section of this Professional Learning Catalog.

College Credit

College Credit can be used for the renewal of a certificate by requesting the College Credit to Inservice Conversion Form from the district Professional Development Director or NEFEC. Approval must be received prior to the first day of class.

Renewing Teaching Certificates

State of Florida teaching certificates can be renewed with inservice credit, college credit, or a combination of both. Each staff member who wishes to have his/her teaching certificate renewed using component points **must have earned at least one hundred twenty (120) points** during his/her current validity period of the certificate. The procedures for renewing a teaching certificate are available in each member district.

Inservice point requirements for SWD and Reading

Rule: 6A-4.0051 Renewal and Reinstatement of a Professional Certificate.

(6) **Special provisions for training in the instruction of students with disabilities.**

(a) As a component of the credit requirements specified under paragraph (1)(a) of this rule, an educator whose application for renewal is received on or after July 1, 2014, **must have earned at least one (1) college credit, twenty (20) inservice points**, or a combination thereof, in the instruction of students with disabilities during the last validity period of the certificate to be renewed and prior to the expiration date of the certificate.

(b) As specified in paragraph (1)(b) of this rule, a passing score earned on a subject area test during the validity period of the professional certificate to be renewed on the Exceptional Student Education (Grades K-12), Hearing Impaired (Grades K-12), Visually Impaired (Grades K-12), or Speech-Language Impaired (Grades K-12) subject area exam may be used to satisfy the requirement for credit in the instruction of students with disabilities when certification coverage for the instruction of students with disabilities is shown on the professional certificate.

(c) An educator may earn acceptable credit for training in any certification subject area related to the instruction of students with disabilities, including, but not limited to, hearing impaired, speech-language impaired, and visually impaired, to satisfy the requirement for credit in the instruction of student with disabilities. Acceptable credit in the instruction of students with disabilities may be applied to retain any specialization area on the professional certificate to be renewed.

(d) In accordance with paragraph (1)(c) of this rule, national board certification in an Exceptional Needs Specialist subject area satisfies the requirement for the instruction of students with disabilities.

(7) **Special provisions for training in the instruction of reading for grades K-6.**

(a) As a component of the credit requirements specified under paragraph (1)(a) of this rule, an educator whose application for renewal of a certificate with a beginning validity date of July 1, 2020, or thereafter, **must have earned at least two (2) college credits, forty (40) inservice points**, or a combination thereof, in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies if the educator is renewing any of the following coverages: Elementary Education (K-6), Prekindergarten/Primary Education (age 3 through grade 3), Elementary Education (grades 1-6), Primary Education (grades K-3), English (grades 1-6), Middle Grades English (grades 5-9), Middle Grades Integrated Curriculum (grades 5-9), English (6-12), Reading (K-12), Reading (Endorsement), and English for Speakers of Other Languages (ESOL) (grades K-12).

(b) **An educator may use earned credit for both the purposes of paragraphs (6)(a) and (7)(a) of this rule.**

(c) An educator may use credit earned during the five (5) years immediately preceding the current validity period that meets the requirements of paragraph (7)(a) of this rule, if the credit was not already used for a prior renewal period.

Refer to the rule and the district for additional information.

Documentation Procedures

It is the responsibility of the on-site Professional Development Coordinator or staff from the agency sponsoring the training or professional learning activity to assign one implementation activity. This will provide a record of the individual participant's attendance and satisfactory completion status for each participant's district Professional Development Director upon conclusion of the training or professional learning activity. The participant's district Professional Development Director shall be responsible for recording the activity and any eligible inservice credit into the district's professional development record system.

Transfer of Component Points

An individual may transfer inservice points earned during employment in one school district to another school district within the State of Florida. To accomplish this transfer of credit, the individual must contact the district of previous employment and request the FDOE Inservice Teacher Education Transfer Record (OTE 206) be sent to the district Professional Development Director in the district of his/her current employment.

Procedures for Updating the PLC

The PLC will be updated by the NEFEC Instructional Services staff at least annually based upon need; access to the NEFEC PLC pdf version on the NEFEC website Services page and the online version will be given to member and participating districts for local school board approval. Individual member districts may also update their plans on an individual basis as needed to meet local requirements or needs unique to the district. NEFEC staff will provide technical assistance and support as requested.

Description of Needs Assessment Process and Results

Purpose

The North East Florida Educational Consortium's Instructional Services Program was established to coordinate the many professional development programs offered by the member districts.
The inception of the requirement for individual professional development plans and the implementation of the Professional Development System Evaluation Protocol has resulted in a shift in the training and professional learning needs assessment process from a traditionally district-level process to primarily a school-based, school improvement-driven process, and teacher/student data-driven process. As a result of this, each component includes an area to identify the primary purpose, learning (delivery) method, implementation method, evaluation method, and alignment with the Florida Educator Accomplished Practices (FEAP).

Process

The needs assessment process is composed of the following steps:

- Establish a Professional Learning Catalog Advisory Committee
- Agree upon purpose and desired outcomes of the revised PLC
- Evaluate options for data collection
- Collect data
- Analyze data and develop a proposed format

- Share outcomes, format and seek agreement/suggestions

A brief description of each step follows:

1. Establish a Professional Learning Catalog Advisory Committee
    - During the spring of each year, the ISP begins discussion of the redevelopment of the Professional Learning Catalog. A subcommittee is established to design the changes to the current Professional Learning Catalog. The committee is composed of NEFEC staff, district directors, and data entry employees.
2. Agree Upon Purpose and Desired Outcomes
    - The subcommittee arrives at a consensus on necessary revisions.
3. Evaluate Options for Data Collection
    - Teachers are able to identify their professional learning needs through their Individual Professional Learning Plans (IPLP) and/or Deliberate Practice Plans.
    - Schools and districts review teacher data to determine school and district needs and align their plans to meet the needs.
4. Collect Data
    - During the course of the meetings, information on the general needs of the districts and schools are discussed and noted. The Professional Learning Catalog components are examined along with record keeping, reporting requirements, and operational flexibility.
5. Analyze Data and Develop a Proposed Format
    - The committee agrees that the data direct an approach to the format of the PLC that would consist of six main sections. These sections and their sub-sections are represented in the **"NEFEC Professional Learning Catalog 2022-2023."**
6. Share Outcomes, Format, and Seek Agreement/Suggestions
    - The revised PLC is accessed by the Advisory Council and NOELs for review and finalization. Direction for final adjustments and approval for submission are given.
7. 2022-2023 Additions and Revisions
   During the 2021-2022 school year, member districts were encouraged to submit additions, deletions, and other changes as encountered so that the Professional Learning Catalog has become a dynamic document that always remains up-to-date. The following additions and revisions are included in the 2022-2023 plan for approval.

PLC Updates for 2022-2023

- Updated all year numbers
- Removed year designations from Schools of Excellence component
- Made all components separate documents with links to a master spreadsheet with tabs for section, alphabetical, and numerical look-up.
- Added FCRR Reading endorsement pathway to Reading Endorsement by adding the names of the components in the table, including the combined Competency 1 and 2 course as follows:
    - Competency 1: Foundations of Reading Instruction

- Competency 2: Application of Evidence-based Instructional Practices
- Competencies 1 and 2: Reading Foundations and Evidence-Based Instructional Practices
- Competency 3: Foundations of Assessment
- Competency 4: Foundations & Applications of Differentiated Instruction
- Competency 4: Differentiating Instruction in Reading
- Competency 5: Demonstration of Accomplishment

- Updated NOELs Contacts
- Changed Headings in By Section tab of components to match DOE numbering system

Components Added/Revised:

Name	Section	Number	Points	Update?
Building Inclusive Schools	4	7-100-001	10	N
Secondary Transition: Developing and Implementing an Effective Program	4	8-103-108	20	Y
Child Outcome Summary Process	4	4-102-008	10	N

The following highlighted component numbers were added for banking points.

	Reading	Reading Bankable	SWD	SWD Bankable	Points
EXPLORING STRUCTURED LITERACY (PDA)	2-013-006	2-013-010	2-100-027	2-100-031	40
READING DIFFICULTIES, DISABILITIES, AND DYSLEXIA (PDA) *	2-013-005	2-013-009	2-100-018	2-100-029	20
READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES *	2-013-002	2-013-008	2-100-019	2-100-030	120
STRUCTURED LITERACY THROUGH A MULTI-SENSORY APPROACH	2-013-007	2-013-011			20

NEFEC Member District Professional Development System Plan and the NEFEC Professional Learning Catalog

Each of the NEFEC member districts develops and maintains a Professional Development System Plan (PDSP) linked and aligned with student and instructional personnel needs as set forth in Florida's Professional Development System Evaluation Protocol. The PDSPs are based on formal and informal assessments of training needs in the district and local schools and according to individual personnel

needs. Training needs for administrative, instructional, and support personnel are identified from the following:

- School Improvement Plans
- Needs Assessment Surveys
- Annual Personnel Performance Appraisals
- Student Achievement Data
- School Board and Legislative Requirements
- Audits
- School Discipline Data
- School Environment Surveys
- Assessments of Parent Satisfaction
- Human Capital Management Data
- Accreditation Reports

Individual Professional Learning/Deliberate Practice Plans for Instructional Personnel

Principals may establish and maintain an individual professional learning plan for all instructional personnel. Where applicable, principals verify with a designated district administrator that all plans have been established and are being maintained. The principal and teacher then complete a final assessment of the previous year's IPLP/DP and a new plan for the current school year is established. Each plan must include:

- Professional learning needs clearly related to specific student data
- Performance data for those teachers to whom students are assigned
- Clearly defined professional learning objectives
- Specific measurable improvements in student performance resulting from professional learning
- An evaluation component
- Measurement of the extent to which professional learning activities accomplished targeted student gains

Inservice activities shall focus primarily on:

- Florida State Standards
- Instructional Methods
- Technology Integration
- Assessment
- Data Analysis
- Classroom Management
- School Safety
- Subject Area Content

Design and Development Process

The tasks of revising and updating the Professional Learning Catalog were completed by NEFEC staff with input from the following district representatives:

District	Name
Bradford	Sheree Alvarez
Columbia	Brooke Bedenbaugh
Columbia	Justin Lang
Dixie	Nicole Chesser
Flagler	Louise Bossardet
Hamilton	Cherie Stone
Hamilton	Carol Milton
Hernando	Paula Clark
Hernando	Vanessa Hurd
Monroe	Robin Fry
Putnam	Jennifer Azula
Suwannee	Kelli Williams
Union	Chris Mecusker

The components in this plan are designed to provide both initial training and implementation activities that promote transfer/application and impact assessment of the participant's learning into the work setting. Each component allows a choice of delivery and implementation options.

Professional Learning Primary Purpose

The primary expected use of the inservice points that result from the professional learning activity will be designated with the following indicators:

A. Add-on Endorsement
B. Alternative Certification
C. Florida Educators Certificate Renewal
D. Other Professional Certificate/License Renewal
E. Professional Skills Building – Non-Instructional Note: All Non-Certified personnel should be included in this category
F. W. Cecil Golden Professional Development Program for School Leaders
G. Approved District Leadership Development Program

H. No Certification, Job Acquisition, or Retention Purposes Note: Use for components in the district's master plan that are not intended to be used for any of the other purposes listed

Professional Learning Delivery and Implementation

Schools, districts, and their departments/divisions may require resources and technical assistance to support them in the planning, organizing, and delivery of professional learning activities, including implementation support and evaluation. These resources typically come from a variety of sources including:

- Site-based personnel
- District personnel with expertise in professional learning needs
- NEFEC staff
- External organizations, regional service providers, and consultants with the needed expertise

Instructional delivery occurs in a variety of ways:

LEARNING (DELIVERY) METHODS:

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 support in development/ application on the job)
C. Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
D. Learning Community/Lesson Study Group (where job embedded collegial support processes are core learning delivery method development)
F. Independent Inquiry (includes development, for example, Action Research; creating professional learning 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 [ILDP], or School Improvement Plans)

Implementation Methods:

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 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 through 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.

Evaluation Process

The NEFEC Professional Learning Catalog evaluation process has three elements: 1) Overall component activity evaluation; 2) Evaluation of participant implementation; and 3) Evaluation of the impact on student performance. Together these elements comprise a comprehensive evaluation system that is intended to maintain the highest quality of program delivery, support implementation, and measure the impact of the professional development on students. These elements of the evaluation system follow the requirements of Florida's Professional Development System Evaluation Protocol and are more fully described below.

Overall Component Activity Evaluation

The purpose of this element of the evaluation system is to measure the degree to which the design and delivery of the component's activity meet the needs of the participants and the district.

A. To the satisfaction of the consultant/inservice Professional Developer and district, each individual will:
   1. Complete the assigned training and support activities.
   2. Complete a participant evaluation form assessing the effectiveness of the component's training activity design, delivery and consultant/in-service training leader's expertise.
   3. Upon completion of the approved implementation activities, the participants will complete the following items:

a. A participant log listing the dates, times, and hours of direct involvement in the activities for the purpose of computing inservice credit.
b. Signatures of the participant and supervisor/inservice leader verifying completeness and authenticity of the information being submitted.

B. Upon completion of all activities related to the component activity, the consultant/inservice Professional Developer will provide the district Professional Development Office with a component activity packet that includes the following if needed:
1. A list of participants, including a record of each participant's attendance and the results of each participant's evaluation, along with the consultant/inservice Professional Developer signature certifying that those receiving in-service points under the component have completed the training and support activities.
2. A copy of the desired outcomes/objectives for the training to ensure alignment with the intended objectives.
3. Plans for one or more approved support activities listed in the component.
4. Completed participant evaluation forms as listed in section A above (2, 3a,b).

Evaluation of Participant Implementation

The purpose of this element of the evaluation system is to promote application of the component activity. Participants will demonstrate implementation of the activities in order to receive inservice credit under each component. These activities may include one or more of the following methods.

Evaluation Methods:

To the satisfaction of the professional developer, each individual will complete one or more of the following evaluation methods in each category (Staff and Student) following implementation of professional development strategies:

STAFF:

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)
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)

STUDENTS:

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 students)

Alignment with the Florida Educator Accomplished Practices (FEAPs)

The Florida Educator Accomplished Practices serve as the state's standards for effective instructional practice and are used to define and identify effective teaching.
On December 17, 2010, the State Board of Education approved a substantial revision of Rule 6A-5.065, redefining the Florida Accomplished Educator Practices (FEAPs). The revised rule, which replaced the original FEAPs approved in 1998, serves as the state's standards for effective instructional practice. The FEAPs are based on essential foundational principles. In addition, the six (6) FEAPs are organized around the instructional process and professional expectations, with each FEAP clearly defined by a series of descriptors that constitute the full definition for that FEAP. The construction of the FEAPs in this manner is designed to promote a focus on essential elements of instruction, a common language, and statewide understanding of the expectations for the quality of instruction that will support achievement for all students, and the professional responsibilities of all Florida educators.
Individual school districts will use the FEAPs as the basis to craft or select more specific observable performance indicators and/or performance tasks for their evaluation systems.
Excerpt below from 6A-5.065-The Educator Accomplished Practices as approved by the State Board of Education on December 17 2010:

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 adjust instruction.
4. **Assessment.** The effective educator consistently:

a. 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;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
f. Applies technology to organize and integrate assessment information.

Continuous Improvement, Responsibility and Ethics

1. **Continuous Professional Improvement.** The effective educator consistently:
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
   b. Examines and uses data-informed research to improve instruction and student achievement;
   c. 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;
   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.

Alignment with National and State Standards

Professional learning programs are developed to coordinate and align professional learning courses and activities that adhere to Learning Forward Standards, Florida's Professional Development System Evaluation Protocol, SBE Rule 6A-5.071, and Florida Statute 1012.98. Support mechanisms are provided to ensure implementation and mastery of intended outcomes. (A listing of the Florida Professional Learning Standards, Learning Forward standards, and Florida's Professional Development System Evaluation Protocol are found in Section 7, Appendix A.)

INSERVICE CODES

Revised in 2014 to Align with FLDOE Survey Reporting Requirements, the following codes are used with each PLC Component to streamline professional development offerings to ensure alignment with the state coding system.

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	**EVALUATION (STAFF/PARTICIPANT)**
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of "High Effect" Practice(s) I. Job Embedded J. Deliberate Practice	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPs)	**EVALUATION (STUDENTS)**
A. Quality of Instruction A1. Instructional Design and Lesson Planning A2. The Learning Environment A3. Instructional Delivery and Facilitation A4. Assessment B. Continuous Improvement, Responsibility and Ethics	A. Results of State or District-Developed/Standardized Student Growth Measure(s) B. Results of School/Teacher-Constructed Student Growth Measure(s) C. Portfolios of Student Work D. Observation of Student Performance

B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct	F. Other Performance Assessment(s) G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

Section 2
Component Names
And Numbers

COMPONENT	COMPONENT NUMBER	INSERVICE POINTS		
GENERAL EDUCATION COMPONENTS				
Subject Content/Academic Standards				
FINE ARTS CONTENT	1-000-001	120		
OTHER CONTENT AREAS	1-007-001	120		
LANGUAGE ARTS CONTENT	1-008-001	120		
MATHEMATICS CONTENT	1-009-001	120		
PHYSICAL EDUCATION CONTENT	1-011-004	120		
READING CONTENT R	1-013-001	120		
READING FOUNDATION SKILLS R	1-013-002	120		
SCIENCE CONTENT	1-015-001	120		
SOCIAL STUDIES CONTENT	1-016-001	120		
WRITING	1-017-001	120		
CAREER AND TECHNICAL EDUCATION	1-211-001	120		
ADULT EDUCATION CONTENT	1-300-001	120		
Instructional Methodology/Faculty Development				
NEW TEACHER ORIENTATION/SURVIVAL TRAINING	2-007-001	120		
FLORIDA CURRICULUM STANDARDS	2-007-002	120		
STEM CONTENT AND INSTRUCTION	2-007-003	72		
PRESCHOOL/CHILDCARE	2-012-001	120		
READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES R	2-013-002	120	2-013-008	Reading Bankable
READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA) R	2-013-005	20	2-013-009	Reading Bankable
EXPLORING STRUCTURED LITERACY (PDA) R	2-013-006	40	2-013-010	Reading Bankable
STRUCTURED LITERACY THROUGH A MULTI-SENSORY APPROACH	2-013-007	20	2-013-011	Reading Bankable
CHARACTER EDUCATION	2-016-001	120		
UNIVERSAL DESIGN FOR LEARNING – LESSON PLANS (PDA)	2-404-001	5		
UNIVERSAL DESIGN FOR LEARNING	2-404-002	30		

COMMUNICATION	2-406-001	120
TEACHING METHODOLOGY	2-408-001	120
PROJECT-BASED LEARNING	2-408-002	60
GROWTH MINDSET MICRO-CREDENTIAL	2-408-004	30
AUTHENTIC LEARNING	2-408-005	120
LANGUAGE READING CONNECTION (PDA)	2-409-001	10
MULTICULTURAL SENSITIVITY	2-412-001	120
INTEGRATING STANDARDS ALIGNED INSTRUCTION ACROSS THE TIERS (PDA)	2-415-001	15
LESSON STUDY	2-507-001	120
EDUCATOR INDUCTION	2-516-001	120
Technology Integration/Digital Learning Support		
TECHNOLOGY IN THE CLASSROOM	3-007-001	120
COMPUTER SCIENCE EDUCATOR CERTIFICATION PREP	3-003-001	60
TECHNOLOGY APPLICATIONS	3-404-001	120
Assessment and Data Analysis/Problem Solving		
MONITORING AND EVALUATION OF ASSESSMENT		
MONITORING AND EVALUATION OF ASSESSMENT	4-401-001	120
DATA ANALYSIS	4-401-002	120
DESIGN AND DEVELOPMENT OF ASSESSMENT TOOLS	4-401-003	120
Classroom Management		
CLASSROOM MANAGEMENT	5-404-001	120
MENTAL HEALTH SERVICES	5-414-001	60
School Safety/Safe Learning Environment/School Culture		
SUBSTANCE ABUSE PREVENTION	6-403-001	120
STUDENT SERVICES—COUNSELING, HEALTH, PSYCHOLOGICAL, AND SOCIAL	6-409-001	120
SCHOOL HEALTH AND SAFETY	6-511-002	120
CHILD ABUSE PREVENTION	6-511-003	120
Management/Leadership/Planning		

PLANNING AND ORGANIZATION	7-404-001	120
INTEGRATING STUDENT SERVICES FOR INCLUSIVE SCHOOLS (PDA)	7-420-001	20
TEACHERS AS LEADERS	7-507-001	120
CLINICAL EDUCATION	7-507-002	20
ADMINISTRATORS AS MANAGERS	7-507-003	120
MENTORING	7-507-004	120
ACTION RESEARCH	7-507-005	120
PROFESSIONAL LEARNING COMMUNITIES	7-507-006	120
ADVANCED EDUCATIONAL LEADERSHIP	7-507-007	120
ASPIRING LEADERS	7-507-008	40
EFFECTIVE COMMUNICATION: INTERPERSONAL CONVERSATIONS, WRITTEN CORRESPONDENCE, AND EVIDENCE-BASED FEEDBACK	7-507-009	120
INSTRUCTIONAL COACHING	7-507-010	60
ORGANIZATIONAL LEADERSHIP	7-507-011	60
PROFESSIONAL – ETHICAL BEHAVIOR LEADERSHIP	7-507-012	60
SCHOOL IMPROVEMENT	7-512-001	120
SCHOOL PRINCIPAL	7-513-001	120
STUDENT ACHIEVEMENT LEADERSHIP	7-517-001	60
INSTRUCTIONAL LEADERSHIP	7-517-002	60
General Support		
MEDIA CONTENT	8-407-001	120
POLICIES AND PROCEDURES	8-410-001	120
PARENT INVOLVEMENT & COMMUNICATION	8-413-001	120
MULTI-TIERED SYSTEM OF SUPPORT: AN INTRODUCTION (PDA)	8-415-001	5
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)	8-415-002	120
CODE OF ETHICS	8-416-001	120
FOOD SERVICE TRAINING	8-505-001	120
EDUCATIONAL PARAPROFESSIONALS/AIDES	8-506-001	120

SUBSTITUTE TEACHER	8-506-002	120
SCHOOLS OF EXCELLENCE	8-506-003	120
OFFICE/CLERICAL SUPPORT	8-509-001	120
CUSTODIAL AND MAINTENANCE SERVICES	8-510-001	120
MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT	8-512-001	60
STATE INSTRUCTIONAL MATERIALS COMMITTEE	8-514-001	120
INSTRUCTIONAL MATERIALS EVALUATION	8-514-002	60
TRANSPORTATION	8-515-001	120
TEACHER OBSERVATION AND EVALUATION SYSTEM	8-520-001	120
EXCEPTIONAL STUDENT EDUCATION COMPONENTS		
TRANSITION (PDA) *	1-100-001	60
DIFFERENTIATING READING INSTRUCTION FOR STUDENTS: MAKING IT EXPLICIT (PDA) *(USE 1-013-021 FOR READING ENDORSEMENT COMPETENCY 4)	1-100-002	60
INTRODUCTION TO DIFFERENTIATING INSTRUCTION (PDA) *	1-100-003	20
FOUNDATIONS OF ESE (PDA) *	1-103-001	20
FOUNDATIONS OF ESE (PDA) NON BANKABLE	1-103-002	40
VISUALLY IMPAIRED *	1-105-007	120
HEARING IMPAIRED *	1-105-008	120
INSTRUCTIONAL PRACTICES IN ESE (PDA) *	2-100-001	60
LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS (PDA) *	2-100-002	60
INTERPERSONAL INTERACTIONS AND PARTICIPATION (PDA) *	2-100-003	30
INSTRUCTIONAL TECHNIQUES AND MATERIALS FOR ESE *	2-100-004	120
DIFFERENTIATING MATHEMATICS INSTRUCTION (PDA) *	2-100-005	30
DIFFERENTIATING SCIENCE INSTRUCTION (PDA) *	2-100-006	30
TEACHING STUDENTS WITH DISABILITIES (PDA) *	2-100-007	20
TEACHING METHODOLOGY FOR EXCEPTIONAL STUDENTS *	2-100-008	120
EFFECTIVE TEACHING PRACTICES FOR STUDENTS WITH DISABILITIES: FOCUSING ON THE CONTENT AREAS (PDA) *	2-100-010	20
INCLUSIVE EDUCATION *	2-100-011	120

TEACHING STUDENTS WITH DISABILITIES IN THE FINE ARTS (PDA) *	2-100-016	20		
DEVELOPMENTALLY APPROPRIATE PRACTICES IN INCLUSIVE PREK SETTINGS (PDA) *	2-100-017	10		
READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA) * (SWD)	2-100-018	20	2-100-029	Bankable SWD Points
READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES * (SWD)	2-100-019	120	2-100-030	Bankable SWD Points
DEAFED EXPRESS (PDA) *	2-100-020	6		
SIM – CONTENT MASTERY ROUTINE (PDA) *	2-100-021	30		
SIM – EPD UNIT ORGANIZER ROUTINE (PDA) *	2-100-022	30		
STRATEGIES TO SUPPORT PREK ACTIVITIES AND ROUTINES (PDA) *	2-100-023	10		
LANGUAGE READING CONNECTION FOR DEAF/HARD OF HEARING (PDA) *	2-100-024	10		
TEACHING STUDENTS WITH DISABILITIES FOR PHYSICAL EDUCATION (PDA) *	2-100-025	20		
MATH DIFFICULTIES, DISABILITIES AND DYSCALCULIA (PDA) *	2-100-026	7		
EXPLORING STRUCTURED LITERACY (PDA) (SWD Points)	2-100-027	40	2-100-031	Bankable SWD Points
INCREASING OUTCOMES FOR ALL PRE-K CHILDREN IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS (PDA)	2-100-028	10		
FLORIDA STANDARDS: REACHING ALL STUDENTS BY USING ACCESS POINTS *	2-105-002	120		
ASSISTIVE TECHNOLOGY IN THE CLASSROOM *	3-100-001	120		
INTRODUCTION TO ASSISTIVE TECHNOLOGY (PDA)*	3-100-003	20		
TECHNOLOGY FOR THE DIVERSE CLASSROOM (PDA) *	3-100-004	20		
TECHNOLOGY TO SUPPORT READING COMPREHENSION (PDA) *	3-100-005	10		
INSTRUCTIONAL TECHNOLOGY IN THE ESE CLASSROOM *	3-105-001	120		
ASSESSMENT AND EVALUATION (PDA) *	4-102-001	60		
ENGAGING LEARNERS THROUGH INFORMED ASSESSMENT (PDA) *	4-102-003	20		
ASSESSMENT FOR STUDENTS WITH DISABILITIES *	4-102-004	120		
PRE-K FLORIDA CHILD OUTCOMES MEASUREMENT SYSTEM BATTELLE DEVELOPMENTAL INVENTORY 2ND EDITION (BDI-2) TRAINING MODULE (PDA)	4-102-006	10		
USHER SYNDROME SCREENING (PDA) *	4-102-007	5		
CHILD OUTCOME SUMMARY PROCESS	4-102-008	10		
POSITIVE BEHAVIOR SUPPORT: UNDERSTANDING STUDENT BEHAVIOR *	5-101-001	60		
CLASSROOM MANAGEMENT FOR EXCEPTIONAL STUDENTS *	5-101-002	120		

POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) MODULE (PDA) *	5-101-003	20
BEHAVIOR MANAGEMENT FOR EXCEPTIONAL STUDENTS	5-101-004	120
BUILDING INCLUSIVE SCHOOLS	7-100-001	10
FLORIDA'S SMALL GROUP PLANNING AND PROBLEM-SOLVING (SGPPS) PROCESS PREPARATION MODULE	7-102-001	15/30
LEADERSHIP FOR INCLUSION OF STUDENTS WITH DISABILITIES (PDA)*	7-103-001	20
LEADING WITHIN AN MTSS (PDA)*	7-105-001	5
ESE PROCEDURES AND PRACTICES	8-103-102	120
MATRIX OF SERVICES (PDA)	8-103-103	5
SURROGATE PARENT (PDA)	8-103-104	5
SECONDARY TRANSITION: DEVELOPING AND IMPLEMENTING AN EFFECTIVE PROGRAM (PDA) *	8-103-108	12
SPECIAL PROGRAMS		
ESOL BASIC 60 (FOR CATEGORY II TEACHERS)	1-704-020	60
ESOL FOR SCHOOL COUNSELORS	1-705-029	60
ESOL FOR ADMINISTRATORS	1-705-028	60
ESOL FOR OTHER CONTENT AREAS (CATEGORY III)	1-704-027	18
ESOL BASIC FOR PRACTITIONERS	1-705-030	20
ESOL ESSENTIALS/METHODS	1-700-030	Up to120
ESOL BASICS	1-700-001	Up to120
NGCAR-PD TRAIN THE TRAINER	1-013-015	18
NGCAR-PD	1-013-016	60
NGCAR-PD PRACTICUM	1-013-017	30
ASSESSMENT IN 21ST CENTURY CLASSROOMS	4-401-004	30
PROJECT-BASED APPROACHES	2-408-006	30
THINKING CRITICALLY WITH DATA	4-401-005	30
EDUCATIONAL LEADERSHIP IN THE 21ST CENTURY	7-507-013	20
COLLABORATION IN THE DIGITAL CLASSROOM	3-007-002	30
DESIGNING BLENDED LEARNING	2-408-007	30

SCHOOL HEALTH AND SAFETY CE BULLYING/CYBERBULLYING PREVENTION SUBSTANCE ABUSE PREVENTION TECHNOLOGY SAFETY AND SECURITY PREVENTING CHILD SEXUAL ABUSE STUDENT FIGHTS STUDENT TO STUDENT SEXUAL HARASSMENT PLAYGROUND SAFETY SUPERVISOR TRAINING SLIPS, TRIPS, AND FALLS PREVENTING BACK INJURIES HAZARD COMMUNICATIONS BLOODBORNE PATHOGENS FOR SCHOOLS CHILD ABUSE STUDENT FIGHTS PRINCIPALS' HAZARD RECOGNITION	6-511-004	5/10
PRINCIPAL INQUIRY PROJECT	7-507-014	60
FUNDAMENTALS OF SCHOOL DATA	4-401-006	30
INTRO TO FPLS	7-513-002	3
INTRO TO PRINCIPAL INQUIRY	7-507-015	3
REGIONAL PLA REQUIRED ASSIGNMENTS	7-513-003	54
DISTRICT MENTOR INTERACTION REQUIREMENT	7-513-004	30 - 45
UNDERSTANDING FLORIDA STANDARDS MICRO-CREDENTIAL	1-007-002	5/10
HUMAN CAPITAL MANAGEMENT SYSTEM MICRO-CREDENTIAL	7-502-001	5/10
A BOARD'S ROLE IN IMPROVING INSTRUCTION MICRO-CREDENTIAL	7-518-001	5/10
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT TARGETED STRAND – COACH TRACK	1-408-001	28
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT TARGETED STRAND – TEACHER TRACK	1-408-002	20
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT UNIVERSAL STRAND – COACH TRACK	1-408-003	20
IMPLEMENTING THE FLORIDA STANDARDS IN PRESCHOOL CLASSROOMS: 3 YEARS OLD TO KINDERGARTEN– ONLINE PROFESSIONAL LEARNING	1-408-004	5
INTEGRATING THE STANDARDS: PHONOLOGICAL AWARENESS – ONLINE PROFESSIONAL LEARNING	1-408-005	2

LANGUAGE AND VOCABULARY IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING	1-408-006	5
EMERGENT LITERACY FOR VPK INSTRUCTORS – ONLINE PROFESSIONAL LEARNING	1-408-007	5
ENGLISH LANGUAGE LEARNERS IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING	1-408-008	5
MATHEMATICAL THINKING FOR EARLY LEARNERS – ONLINE PROFESSIONAL LEARNING	1-408-009	5
ENDORSEMENT PROGRAMS		
THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT	1-011-001	60
COACHING THEORY	1-011-002	60
CARE AND PREVENTION OF ATHLETIC INJURIES	1-011-003	60
NATURE AND NEEDS, ASSESSMENT, AND DIAGNOSIS OF STUDENTS OF ASD W/ FIELD EXPERIENCE	1-100-006	80
APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH ASD W/ FIELD EXPERIENCE	1-101-002	80
AUGMENTATIVE/ALTERNATIVE COMMUNICATION SYSTEMS AND ASSISTIVE/INSTRUCTIONAL TECHNOLOGY FOR STUDENTS WITH ASD W/ FIELD EXPERIENCE	3-100-007	80
ESOL: CROSS-CULTURAL COMMUNICATION	1-705-007	60
ESOL: APPLIED LINGUISTICS	1-702-006	60
ESOL: METHODS OF TEACHING ESOL	1-700-003	60
ESOL: CURRICULUM AND MATERIALS	1-703-005	60
ESOL: TESTING AND EVALUATION	1-701-004	60
NATURE AND NEEDS OF THE GIFTED 2025	1-106-006	60
CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025	1-106-007	60
GUIDANCE AND COUNSELING FOR THE GIFTED 2025	1-106-008	60
EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025	1-106-009	60
THEORY AND DEVELOPMENT OF CREATIVITY 2025	1-106-010	60
MODULE 1: TYPICAL AND ATYPICAL DEVELOPMENT	2-100-009	60
MODULE 2: ASSESSMENT AND EVALUATION	4-102-005	60

MODULE 3: CURRICULUM	2-105-001	120
COMPETENCY #1: INSTRUCTIONAL FOUNDATIONS OF LANGUAGE AND READING 2025	1-013-023	60
COMPETENCY #2: APPLICATIONS OF RESEARCH-BASED PRACTICES 2025	1-013-024	60
COMPETENCIES 1 & 2: READING FOUNDATIONS AND RESEARCH-BASED INSTRUCTIONAL PRACTICES 2025	1-013-028	120
COMPETENCY #3: FOUNDATIONS OF ASSESSMENT FOR TEACHERS AND PRINCIPALS 2025	1-013-025	60
COMPETENCY #4: FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION 2025	1-013-026	60
COMPETENCY #5: READING DEMONSTRATION OF ACCOMPLISHED PRACTICES IN READING 2025	1-013-027	60

COMPONENT	COMPONENT NUMBER	INSERVICE POINTS
A BOARD'S ROLE IN IMPROVING INSTRUCTION MICRO-CREDENTIAL	7-518-001	5/10
ACTION RESEARCH	7-507-005	120
ADMINISTRATORS AS MANAGERS	7-507-003	120
ADULT EDUCATION CONTENT	1-300-001	120
ADVANCED EDUCATIONAL LEADERSHIP	7-507-007	120
APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH ASD W/ FIELD EXPERIENCE	1-101-002	80
ASPIRING LEADERS	7-507-008	40
ASSESSMENT AND EVALUATION (PDA) *	4-102-001	60
ASSESSMENT FOR STUDENTS WITH DISABILITIES *	4-102-004	120
ASSESSMENT IN 21ST CENTURY CLASSROOMS	4-401-004	30
ASSISTIVE TECHNOLOGY IN THE CLASSROOM *	3-100-001	120
AUGMENTATIVE/ALTERNATIVE COMMUNICATION SYSTEMS AND ASSISTIVE/INSTRUCTIONAL TECHNOLOGY FOR STUDENTS WITH ASD W/ FIELD EXPERIENCE	3-100-007	80
AUTHENTIC LEARNING	2-408-005	120
BEHAVIOR MANAGEMENT FOR EXCEPTIONAL STUDENTS	5-101-004	120
BUILDING INCLUSIVE SCHOOLS	7-100-001	10
CARE AND PREVENTION OF ATHLETIC INJURIES	1-011-003	60
CAREER AND TECHNICAL EDUCATION	1-211-001	120
CHARACTER EDUCATION	2-016-001	120
CHILD ABUSE PREVENTION	6-511-003	120
CHILD OUTCOME SUMMARY PROCESS	4-102-008	10
CLASSROOM MANAGEMENT	5-404-001	120
CLASSROOM MANAGEMENT FOR EXCEPTIONAL STUDENTS *	5-101-002	120
CLINICAL EDUCATION	7-507-002	20
COACHING THEORY	1-011-002	60

CODE OF ETHICS	8-416-001	120
COLLABORATION IN THE DIGITAL CLASSROOM	3-007-002	30
COMMUNICATION	2-406-001	120
COMPETENCIES 1 & 2: READING FOUNDATIONS AND RESEARCH-BASED INSTRUCTIONAL PRACTICES 2025	1-013-028	120
COMPETENCY #1: INSTRUCTIONAL FOUNDATIONS OF LANGUAGE AND READING 2025	1-013-023	60
COMPETENCY #2: APPLICATIONS OF RESEARCH-BASED PRACTICES 2025	1-013-024	60
COMPETENCY #3: FOUNDATIONS OF ASSESSMENT FOR TEACHERS AND PRINCIPALS 2025	1-013-025	60
COMPETENCY #4: FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION 2025	1-013-026	60
COMPETENCY #5: READING DEMONSTRATION OF ACCOMPLISHED PRACTICES IN READING 2025	1-013-027	60
COMPUTER SCIENCE EDUCATOR CERTIFICATION PREP	3-003-001	60
CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025	1-106-007	60
CUSTODIAL AND MAINTENANCE SERVICES	8-510-001	120
DATA ANALYSIS	4-401-002	120
DEAFED EXPRESS (PDA) *	2-100-020	6
DESIGN AND DEVELOPMENT OF ASSESSMENT TOOLS	4-401-003	120
DESIGNING BLENDED LEARNING	2-408-007	30
DEVELOPMENTALLY APPROPRIATE PRACTICES IN INCLUSIVE PREK SETTINGS (PDA) *	2-100-017	10
DIFFERENTIATING MATHEMATICS INSTRUCTION (PDA) *	2-100-005	30
DIFFERENTIATING READING INSTRUCTION FOR STUDENTS: MAKING IT EXPLICIT (PDA) *(USE 1-013-021 FOR READING ENDORSEMENT COMPETENCY 4)	1-100-002	60
DIFFERENTIATING SCIENCE INSTRUCTION (PDA) *	2-100-006	30
DISTRICT MENTOR INTERACTION REQUIREMENT	7-513-004	30 - 45
EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025	1-106-009	60
EDUCATIONAL LEADERSHIP IN THE 21ST CENTURY	7-507-013	20
EDUCATIONAL PARAPROFESSIONALS/AIDES	8-506-001	120

EDUCATOR INDUCTION	2-516-001	120
EFFECTIVE COMMUNICATION: INTERPERSONAL CONVERSATIONS, WRITTEN CORRESPONDENCE, AND EVIDENCE-BASED FEEDBACK	7-507-009	120
EFFECTIVE TEACHING PRACTICES FOR STUDENTS WITH DISABILITIES: FOCUSING ON THE CONTENT AREAS (PDA) *	2-100-010	20
EMERGENT LITERACY FOR VPK INSTRUCTORS – ONLINE PROFESSIONAL LEARNING	1-408-007	5
ENGAGING LEARNERS THROUGH INFORMED ASSESSMENT (PDA) *	4-102-003	20
ENGLISH LANGUAGE LEARNERS IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING	1-408-008	5
ESE PROCEDURES AND PRACTICES	8-103-102	120
ESOL BASIC 60 (FOR CATEGORY II TEACHERS)	1-704-020	60
ESOL BASIC FOR PRACTITIONERS	1-705-030	20
ESOL BASICS	1-700-001	Up to120
ESOL ESSENTIALS/METHODS	1-700-030	Up to120
ESOL FOR ADMINISTRATORS	1-705-028	60
ESOL FOR OTHER CONTENT AREAS (CATEGORY III)	1-704-027	18
ESOL FOR SCHOOL COUNSELORS	1-705-029	60
ESOL: APPLIED LINGUISTICS	1-702-006	60
ESOL: CROSS-CULTURAL COMMUNICATION	1-705-007	60
ESOL: CURRICULUM AND MATERIALS	1-703-005	60
ESOL: METHODS OF TEACHING ESOL	1-700-003	60
ESOL: TESTING AND EVALUATION	1-701-004	60
EXPLORING STRUCTURED LITERACY (PDA) (SWD Points)	2-100-027	40
EXPLORING STRUCTURED LITERACY (PDA) R	2-013-006	40
FINE ARTS CONTENT	1-000-001	120
FLORIDA CURRICULUM STANDARDS	2-007-002	120
FLORIDA STANDARDS: REACHING ALL STUDENTS BY USING ACCESS POINTS *	2-105-002	120
FLORIDA'S SMALL GROUP PLANNING AND PROBLEM-SOLVING (SGPPS) PROCESS PREPARATION MODULE	7-102-001	15/30
FOOD SERVICE TRAINING	8-505-001	120

2-100-031	Bankable SWD Points
2-013-010	Reading Bankable

FOUNDATIONS OF ESE (PDA) *	1-103-001	20
FOUNDATIONS OF ESE (PDA) NON BANKABLE	1-103-002	40
FUNDAMENTALS OF SCHOOL DATA	4-401-006	30
GROWTH MINDSET MICRO-CREDENTIAL	2-408-004	30
GUIDANCE AND COUNSELING FOR THE GIFTED 2025	1-106-008	60
HEARING IMPAIRED *	1-105-008	120
HUMAN CAPITAL MANAGEMENT SYSTEM MICRO-CREDENTIAL	7-502-001	5/10
IMPLEMENTING THE FLORIDA STANDARDS IN PRESCHOOL CLASSROOMS: 3 YEARS OLD TO KINDERGARTEN– ONLINE PROFESSIONAL LEARNING	1-408-004	5
INCLUSIVE EDUCATION *	2-100-011	120
INCREASING OUTCOMES FOR ALL PRE-K CHILDREN IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS (PDA)	2-100-028	10
INSTRUCTIONAL COACHING	7-507-010	60
INSTRUCTIONAL LEADERSHIP	7-517-002	60
INSTRUCTIONAL MATERIALS EVALUATION	8-514-002	60
INSTRUCTIONAL PRACTICES IN ESE (PDA) *	2-100-001	60
INSTRUCTIONAL TECHNIQUES AND MATERIALS FOR ESE *	2-100-004	120
INSTRUCTIONAL TECHNOLOGY IN THE ESE CLASSROOM *	3-105-001	120
INTEGRATING STANDARDS ALIGNED INSTRUCTION ACROSS THE TIERS (PDA)	2-415-001	15
INTEGRATING STUDENT SERVICES FOR INCLUSIVE SCHOOLS (PDA)	7-420-001	20
INTEGRATING THE STANDARDS: PHONOLOGICAL AWARENESS – ONLINE PROFESSIONAL LEARNING	1-408-005	2
INTERPERSONAL INTERACTIONS AND PARTICIPATION (PDA) *	2-100-003	30
INTRO TO FPLS	7-513-002	3
INTRO TO PRINCIPAL INQUIRY	7-507-015	3
INTRODUCTION TO ASSISTIVE TECHNOLOGY (PDA)*	3-100-003	20
INTRODUCTION TO DIFFERENTIATING INSTRUCTION (PDA) *	1-100-003	20
LANGUAGE AND VOCABULARY IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING	1-408-006	5
LANGUAGE ARTS CONTENT	1-008-001	120

LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS (PDA) *	2-100-002	60
LANGUAGE READING CONNECTION (PDA)	2-409-001	10
LANGUAGE READING CONNECTION FOR DEAF/HARD OF HEARING (PDA) *	2-100-024	10
LEADERSHIP FOR INCLUSION OF STUDENTS WITH DISABILITIES (PDA)*	7-103-001	20
LEADING WITHIN AN MTSS (PDA)*	7-105-001	5
LESSON STUDY	2-507-001	120
MATH DIFFICULTIES, DISABILITIES AND DYSCALCULIA (PDA) *	2-100-026	7
MATHEMATICAL THINKING FOR EARLY LEARNERS – ONLINE PROFESSIONAL LEARNING	1-408-009	5
MATHEMATICS CONTENT	1-009-001	120
MATRIX OF SERVICES (PDA)	8-103-103	5
MEDIA CONTENT	8-407-001	120
MENTAL HEALTH SERVICES	5-414-001	60
MENTORING	7-507-004	120
MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT	8-512-001	60
MODULE 1: TYPICAL AND ATYPICAL DEVELOPMENT	2-100-009	60
MODULE 2: ASSESSMENT AND EVALUATION	4-102-005	60
MODULE 3: CURRICULUM	2-105-001	120
MONITORING AND EVALUATION OF ASSESSMENT		
MONITORING AND EVALUATION OF ASSESSMENT	4-401-001	120
MULTI-TIERED SYSTEM OF SUPPORT: AN INTRODUCTION (PDA)	8-415-001	5
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)	8-415-002	120
MULTICULTURAL SENSITIVITY	2-412-001	120
NATURE AND NEEDS OF THE GIFTED 2025	1-106-006	60
NATURE AND NEEDS, ASSESSMENT, AND DIAGNOSIS OF STUDENTS OF ASD W/ FIELD EXPERIENCE	1-100-006	80
NEW TEACHER ORIENTATION/SURVIVAL TRAINING	2-007-001	120
NGCAR-PD	1-013-016	60
NGCAR-PD PRACTICUM	1-013-017	30

NGCAR-PD TRAIN THE TRAINER	1-013-015	18		
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT TARGETED STRAND – COACH TRACK	1-408-001	28		
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT TARGETED STRAND – TEACHER TRACK	1-408-002	20		
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT UNIVERSAL STRAND – COACH TRACK	1-408-003	20		
OFFICE/CLERICAL SUPPORT	8-509-001	120		
ORGANIZATIONAL LEADERSHIP	7-507-011	60		
OTHER CONTENT AREAS	1-007-001	120		
PARENT INVOLVEMENT & COMMUNICATION	8-413-001	120		
PHYSICAL EDUCATION CONTENT	1-011-004	120		
PLANNING AND ORGANIZATION	7-404-001	120		
POLICIES AND PROCEDURES	8-410-001	120		
POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) MODULE (PDA) *	5-101-003	20		
POSITIVE BEHAVIOR SUPPORT: UNDERSTANDING STUDENT BEHAVIOR *	5-101-001	60		
PRE-K FLORIDA CHILD OUTCOMES MEASUREMENT SYSTEM BATTELLE DEVELOPMENTAL INVENTORY 2ND EDITION (BDI-2) TRAINING MODULE (PDA)	4-102-006	10		
PRESCHOOL/CHILDCARE	2-012-001	120		
PRINCIPAL INQUIRY PROJECT	7-507-014	60		
PROFESSIONAL – ETHICAL BEHAVIOR LEADERSHIP	7-507-012	60		
PROFESSIONAL LEARNING COMMUNITIES	7-507-006	120		
PROJECT-BASED APPROACHES	2-408-006	30		
PROJECT-BASED LEARNING	2-408-002	60		
READING CONTENT R	1-013-001	120		
READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA) * (SWD)	2-100-018	20	2-100-029	Bankable SWD Points
READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA) R	2-013-005	20	2-013-009	Reading Bankable
READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES * (SWD)	2-100-019	120	2-100-030	Bankable SWD Points
READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES R	2-013-002	120	2-013-008	Reading Bankable
READING FOUNDATION SKILLS R	1-013-002	120		

REGIONAL PLA REQUIRED ASSIGNMENTS	7-513-003	54		
SCHOOL HEALTH AND SAFETY	6-511-002	120		
SCHOOL HEALTH AND SAFETY CE BULLYING/CYBERBULLYING PREVENTION SUBSTANCE ABUSE PREVENTION TECHNOLOGY SAFETY AND SECURITY PREVENTING CHILD SEXUAL ABUSE STUDENT FIGHTS STUDENT TO STUDENT SEXUAL HARASSMENT PLAYGROUND SAFETY SUPERVISOR TRAINING SLIPS, TRIPS, AND FALLS PREVENTING BACK INJURIES HAZARD COMMUNICATIONS BLOODBORNE PATHOGENS FOR SCHOOLS CHILD ABUSE STUDENT FIGHTS PRINCIPALS' HAZARD RECOGNITION	6-511-004	5/10		
SCHOOL IMPROVEMENT	7-512-001	120		
SCHOOL PRINCIPAL	7-513-001	120		
SCHOOLS OF EXCELLENCE	8-506-003	120		
SCIENCE CONTENT	1-015-001	120		
SECONDARY TRANSITION: DEVELOPING AND IMPLEMENTING AN EFFECTIVE PROGRAM (PDA) *	8-103-108	12		
SIM – CONTENT MASTERY ROUTINE (PDA) *	2-100-021	30		
SIM – EPD UNIT ORGANIZER ROUTINE (PDA) *	2-100-022	30		
SOCIAL STUDIES CONTENT	1-016-001	120		
STATE INSTRUCTIONAL MATERIALS COMMITTEE	8-514-001	120		
STEM CONTENT AND INSTRUCTION	2-007-003	72		
STRATEGIES TO SUPPORT PREK ACTIVITIES AND ROUTINES (PDA) *	2-100-023	10		
STRUCTURED LITERACY THROUGH A MULTI-SENSORY APPROACH	2-013-007	20	2-013-011	Reading Bankable
STUDENT ACHIEVEMENT LEADERSHIP	7-517-001	60		
STUDENT SERVICES—COUNSELING, HEALTH, PSYCHOLOGICAL, AND SOCIAL	6-409-001	120		

SUBSTANCE ABUSE PREVENTION	6-403-001	120
SUBSTITUTE TEACHER	8-506-002	120
SURROGATE PARENT (PDA)	8-103-104	5
TEACHER OBSERVATION AND EVALUATION SYSTEM	8-520-001	120
TEACHERS AS LEADERS	7-507-001	120
TEACHING METHODOLOGY	2-408-001	120
TEACHING METHODOLOGY FOR EXCEPTIONAL STUDENTS *	2-100-008	120
TEACHING STUDENTS WITH DISABILITIES (PDA) *	2-100-007	20
TEACHING STUDENTS WITH DISABILITIES FOR PHYSICAL EDUCATION (PDA) *	2-100-025	20
TEACHING STUDENTS WITH DISABILITIES IN THE FINE ARTS (PDA) *	2-100-016	20
TECHNOLOGY APPLICATIONS	3-404-001	120
TECHNOLOGY FOR THE DIVERSE CLASSROOM (PDA) *	3-100-004	20
TECHNOLOGY IN THE CLASSROOM	3-007-001	120
TECHNOLOGY TO SUPPORT READING COMPREHENSION (PDA) *	3-100-005	10
THEORY AND DEVELOPMENT OF CREATIVITY 2025	1-106-010	60
THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT	1-011-001	60
THINKING CRITICALLY WITH DATA	4-401-005	30
TRANSITION (PDA) *	1-100-001	60
TRANSPORTATION	8-515-001	120
UNDERSTANDING FLORIDA STANDARDS MICRO-CREDENTIAL	1-007-002	5/10
UNIVERSAL DESIGN FOR LEARNING	2-404-002	30
UNIVERSAL DESIGN FOR LEARNING – LESSON PLANS (PDA)	2-404-001	5
USHER SYNDROME SCREENING (PDA) *	4-102-007	5
VISUALLY IMPAIRED *	1-105-007	120
WRITING	1-017-001	120

COMPONENT	COMPONENT NUMBER	INSERVICE POINTS
FINE ARTS CONTENT	1-000-001	120
OTHER CONTENT AREAS	1-007-001	120
UNDERSTANDING FLORIDA STANDARDS MICRO-CREDENTIAL	1-007-002	5/10
LANGUAGE ARTS CONTENT	1-008-001	120
MATHEMATICS CONTENT	1-009-001	120
THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT	1-011-001	60
COACHING THEORY	1-011-002	60
CARE AND PREVENTION OF ATHLETIC INJURIES	1-011-003	60
PHYSICAL EDUCATION CONTENT	1-011-004	120
READING CONTENT R	1-013-001	120
READING FOUNDATION SKILLS R	1-013-002	120
NGCAR-PD TRAIN THE TRAINER	1-013-015	18
NGCAR-PD	1-013-016	60
NGCAR-PD PRACTICUM	1-013-017	30
COMPETENCY #1: INSTRUCTIONAL FOUNDATIONS OF LANGUAGE AND READING 2025	1-013-023	60
COMPETENCY #2: APPLICATIONS OF RESEARCH-BASED PRACTICES 2025	1-013-024	60
COMPETENCY #3: FOUNDATIONS OF ASSESSMENT FOR TEACHERS AND PRINCIPALS 2025	1-013-025	60
COMPETENCY #4: FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION 2025	1-013-026	60
COMPETENCY #5: READING DEMONSTRATION OF ACCOMPLISHED PRACTICES IN READING 2025	1-013-027	60
COMPETENCIES 1 & 2: READING FOUNDATIONS AND RESEARCH-BASED INSTRUCTIONAL PRACTICES 2025	1-013-028	120
SCIENCE CONTENT	1-015-001	120
SOCIAL STUDIES CONTENT	1-016-001	120
WRITING	1-017-001	120

TRANSITION (PDA) *	1-100-001	60
DIFFERENTIATING READING INSTRUCTION FOR STUDENTS: MAKING IT EXPLICIT (PDA) *(USE 1-013-021 FOR READING ENDORSEMENT COMPETENCY 4)	1-100-002	60
INTRODUCTION TO DIFFERENTIATING INSTRUCTION (PDA) *	1-100-003	20
NATURE AND NEEDS, ASSESSMENT, AND DIAGNOSIS OF STUDENTS OF ASD W/ FIELD EXPERIENCE	1-100-006	80
APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH ASD W/ FIELD EXPERIENCE	1-101-002	80
FOUNDATIONS OF ESE (PDA) *	1-103-001	20
FOUNDATIONS OF ESE (PDA) NON BANKABLE	1-103-002	40
VISUALLY IMPAIRED *	1-105-007	120
HEARING IMPAIRED *	1-105-008	120
NATURE AND NEEDS OF THE GIFTED 2025	1-106-006	60
CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025	1-106-007	60
GUIDANCE AND COUNSELING FOR THE GIFTED 2025	1-106-008	60
EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025	1-106-009	60
THEORY AND DEVELOPMENT OF CREATIVITY 2025	1-106-010	60
CAREER AND TECHNICAL EDUCATION	1-211-001	120
ADULT EDUCATION CONTENT	1-300-001	120
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT TARGETED STRAND – COACH TRACK	1-408-001	28
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT TARGETED STRAND – TEACHER TRACK	1-408-002	20
OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT UNIVERSAL STRAND – COACH TRACK	1-408-003	20
IMPLEMENTING THE FLORIDA STANDARDS IN PRESCHOOL CLASSROOMS: 3 YEARS OLD TO KINDERGARTEN– ONLINE PROFESSIONAL LEARNING	1-408-004	5
INTEGRATING THE STANDARDS: PHONOLOGICAL AWARENESS – ONLINE PROFESSIONAL LEARNING	1-408-005	2
LANGUAGE AND VOCABULARY IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING	1-408-006	5

EMERGENT LITERACY FOR VPK INSTRUCTORS – ONLINE PROFESSIONAL LEARNING	1-408-007	5		
ENGLISH LANGUAGE LEARNERS IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING	1-408-008	5		
MATHEMATICAL THINKING FOR EARLY LEARNERS – ONLINE PROFESSIONAL LEARNING	1-408-009	5		
ESOL BASICS	1-700-001	Up to120		
ESOL: METHODS OF TEACHING ESOL	1-700-003	60		
ESOL ESSENTIALS/METHODS	1-700-030	Up to120		
ESOL: TESTING AND EVALUATION	1-701-004	60		
ESOL: APPLIED LINGUISTICS	1-702-006	60		
ESOL: CURRICULUM AND MATERIALS	1-703-005	60		
ESOL BASIC 60 (FOR CATEGORY II TEACHERS)	1-704-020	60		
ESOL FOR OTHER CONTENT AREAS (CATEGORY III)	1-704-027	18		
ESOL: CROSS-CULTURAL COMMUNICATION	1-705-007	60		
ESOL FOR ADMINISTRATORS	1-705-028	60		
ESOL FOR SCHOOL COUNSELORS	1-705-029	60		
ESOL BASIC FOR PRACTITIONERS	1-705-030	20		
NEW TEACHER ORIENTATION/SURVIVAL TRAINING	2-007-001	120		
FLORIDA CURRICULUM STANDARDS	2-007-002	120		
STEM CONTENT AND INSTRUCTION	2-007-003	72		
PRESCHOOL/CHILDCARE	2-012-001	120		
READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES R	2-013-002	120	2-013-008	Reading Bankable
READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA) R	2-013-005	20	2-013-009	Reading Bankable
EXPLORING STRUCTURED LITERACY (PDA) R	2-013-006	40	2-013-010	Reading Bankable
STRUCTURED LITERACY THROUGH A MULTI-SENSORY APPROACH	2-013-007	20	2-013-011	Reading Bankable
CHARACTER EDUCATION	2-016-001	120		
INSTRUCTIONAL PRACTICES IN ESE (PDA) *	2-100-001	60		
LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS (PDA) *	2-100-002	60		
INTERPERSONAL INTERACTIONS AND PARTICIPATION (PDA) *	2-100-003	30		

INSTRUCTIONAL TECHNIQUES AND MATERIALS FOR ESE *	2-100-004	120		
DIFFERENTIATING MATHEMATICS INSTRUCTION (PDA) *	2-100-005	30		
DIFFERENTIATING SCIENCE INSTRUCTION (PDA) *	2-100-006	30		
TEACHING STUDENTS WITH DISABILITIES (PDA) *	2-100-007	20		
TEACHING METHODOLOGY FOR EXCEPTIONAL STUDENTS *	2-100-008	120		
MODULE 1: TYPICAL AND ATYPICAL DEVELOPMENT	2-100-009	60		
EFFECTIVE TEACHING PRACTICES FOR STUDENTS WITH DISABILITIES: FOCUSING ON THE CONTENT AREAS (PDA) *	2-100-010	20		
INCLUSIVE EDUCATION *	2-100-011	120		
TEACHING STUDENTS WITH DISABILITIES IN THE FINE ARTS (PDA) *	2-100-016	20		
DEVELOPMENTALLY APPROPRIATE PRACTICES IN INCLUSIVE PREK SETTINGS (PDA) *	2-100-017	10		
READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA) * (SWD)	2-100-018	20	2-100-029	Bankable SWD Points
READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES * (SWD)	2-100-019	120	2-100-030	Bankable SWD Points
DEAFED EXPRESS (PDA) *	2-100-020	6		
SIM – CONTENT MASTERY ROUTINE (PDA) *	2-100-021	30		
SIM – EPD UNIT ORGANIZER ROUTINE (PDA) *	2-100-022	30		
STRATEGIES TO SUPPORT PREK ACTIVITIES AND ROUTINES (PDA) *	2-100-023	10		
LANGUAGE READING CONNECTION FOR DEAF/HARD OF HEARING (PDA) *	2-100-024	10		
TEACHING STUDENTS WITH DISABILITIES FOR PHYSICAL EDUCATION (PDA) *	2-100-025	20		
MATH DIFFICULTIES, DISABILITIES AND DYSCALCULIA (PDA) *	2-100-026	7		
EXPLORING STRUCTURED LITERACY (PDA) (SWD Points)	2-100-027	40	2-100-031	Bankable SWD Points
INCREASING OUTCOMES FOR ALL PRE-K CHILDREN IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS (PDA)	2-100-028	10		
MODULE 3: CURRICULUM	2-105-001	120		
FLORIDA STANDARDS: REACHING ALL STUDENTS BY USING ACCESS POINTS *	2-105-002	120		
UNIVERSAL DESIGN FOR LEARNING – LESSON PLANS (PDA)	2-404-001	5		
UNIVERSAL DESIGN FOR LEARNING	2-404-002	30		
COMMUNICATION	2-406-001	120		
TEACHING METHODOLOGY	2-408-001	120		

PROJECT-BASED LEARNING	2-408-002	60
GROWTH MINDSET MICRO-CREDENTIAL	2-408-004	30
AUTHENTIC LEARNING	2-408-005	120
PROJECT-BASED APPROACHES	2-408-006	30
DESIGNING BLENDED LEARNING	2-408-007	30
LANGUAGE READING CONNECTION (PDA)	2-409-001	10
MULTICULTURAL SENSITIVITY	2-412-001	120
INTEGRATING STANDARDS ALIGNED INSTRUCTION ACROSS THE TIERS (PDA)	2-415-001	15
LESSON STUDY	2-507-001	120
EDUCATOR INDUCTION	2-516-001	120
COMPUTER SCIENCE EDUCATOR CERTIFICATION PREP	3-003-001	60
TECHNOLOGY IN THE CLASSROOM	3-007-001	120
COLLABORATION IN THE DIGITAL CLASSROOM	3-007-002	30
ASSISTIVE TECHNOLOGY IN THE CLASSROOM *	3-100-001	120
INTRODUCTION TO ASSISTIVE TECHNOLOGY (PDA)*	3-100-003	20
TECHNOLOGY FOR THE DIVERSE CLASSROOM (PDA) *	3-100-004	20
TECHNOLOGY TO SUPPORT READING COMPREHENSION (PDA) *	3-100-005	10
AUGMENTATIVE/ALTERNATIVE COMMUNICATION SYSTEMS AND ASSISTIVE/INSTRUCTIONAL TECHNOLOGY FOR STUDENTS WITH ASD W/ FIELD EXPERIENCE	3-100-007	80
INSTRUCTIONAL TECHNOLOGY IN THE ESE CLASSROOM *	3-105-001	120
TECHNOLOGY APPLICATIONS	3-404-001	120
ASSESSMENT AND EVALUATION (PDA) *	4-102-001	60
ENGAGING LEARNERS THROUGH INFORMED ASSESSMENT (PDA) *	4-102-003	20
ASSESSMENT FOR STUDENTS WITH DISABILITIES *	4-102-004	120
MODULE 2: ASSESSMENT AND EVALUATION	4-102-005	60
PRE-K FLORIDA CHILD OUTCOMES MEASUREMENT SYSTEM BATTELLE DEVELOPMENTAL INVENTORY 2ND EDITION (BDI-2) TRAINING MODULE (PDA)	4-102-006	10
USHER SYNDROME SCREENING (PDA) *	4-102-007	5

CHILD OUTCOME SUMMARY PROCESS	4-102-008	10
MONITORING AND EVALUATION OF ASSESSMENT	4-401-001	120
DATA ANALYSIS	4-401-002	120
DESIGN AND DEVELOPMENT OF ASSESSMENT TOOLS	4-401-003	120
ASSESSMENT IN 21ST CENTURY CLASSROOMS	4-401-004	30
THINKING CRITICALLY WITH DATA	4-401-005	30
FUNDAMENTALS OF SCHOOL DATA	4-401-006	30
POSITIVE BEHAVIOR SUPPORT: UNDERSTANDING STUDENT BEHAVIOR *	5-101-001	60
CLASSROOM MANAGEMENT FOR EXCEPTIONAL STUDENTS *	5-101-002	120
POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) MODULE (PDA) *	5-101-003	20
BEHAVIOR MANAGEMENT FOR EXCEPTIONAL STUDENTS	5-101-004	120
CLASSROOM MANAGEMENT	5-404-001	120
MENTAL HEALTH SERVICES	5-414-001	60
SUBSTANCE ABUSE PREVENTION	6-403-001	120
STUDENT SERVICES—COUNSELING, HEALTH, PSYCHOLOGICAL, AND SOCIAL	6-409-001	120
SCHOOL HEALTH AND SAFETY	6-511-002	120
CHILD ABUSE PREVENTION	6-511-003	120
SCHOOL HEALTH AND SAFETY CE BULLYING/CYBERBULLYING PREVENTION SUBSTANCE ABUSE PREVENTION TECHNOLOGY SAFETY AND SECURITY PREVENTING CHILD SEXUAL ABUSE STUDENT FIGHTS STUDENT TO STUDENT SEXUAL HARASSMENT PLAYGROUND SAFETY SUPERVISOR TRAINING SLIPS, TRIPS, AND FALLS PREVENTING BACK INJURIES HAZARD COMMUNICATIONS BLOODBORNE PATHOGENS FOR SCHOOLS CHILD ABUSE STUDENT FIGHTS PRINCIPALS' HAZARD RECOGNITION	6-511-004	5/10

BUILDING INCLUSIVE SCHOOLS	7-100-001	10
FLORIDA'S SMALL GROUP PLANNING AND PROBLEM-SOLVING (SGPPS) PROCESS PREPARATION MODULE	7-102-001	15/30
LEADERSHIP FOR INCLUSION OF STUDENTS WITH DISABILITIES (PDA)*	7-103-001	20
LEADING WITHIN AN MTSS (PDA)*	7-105-001	5
PLANNING AND ORGANIZATION	7-404-001	120
INTEGRATING STUDENT SERVICES FOR INCLUSIVE SCHOOLS (PDA)	7-420-001	20
HUMAN CAPITAL MANAGEMENT SYSTEM MICRO-CREDENTIAL	7-502-001	5/10
TEACHERS AS LEADERS	7-507-001	120
CLINICAL EDUCATION	7-507-002	20
ADMINISTRATORS AS MANAGERS	7-507-003	120
MENTORING	7-507-004	120
ACTION RESEARCH	7-507-005	120
PROFESSIONAL LEARNING COMMUNITIES	7-507-006	120
ADVANCED EDUCATIONAL LEADERSHIP	7-507-007	120
ASPIRING LEADERS	7-507-008	40
EFFECTIVE COMMUNICATION: INTERPERSONAL CONVERSATIONS, WRITTEN CORRESPONDENCE, AND EVIDENCE-BASED FEEDBACK	7-507-009	120
INSTRUCTIONAL COACHING	7-507-010	60
ORGANIZATIONAL LEADERSHIP	7-507-011	60
PROFESSIONAL – ETHICAL BEHAVIOR LEADERSHIP	7-507-012	60
EDUCATIONAL LEADERSHIP IN THE 21ST CENTURY	7-507-013	20
PRINCIPAL INQUIRY PROJECT	7-507-014	60
INTRO TO PRINCIPAL INQUIRY	7-507-015	3
SCHOOL IMPROVEMENT	7-512-001	120
SCHOOL PRINCIPAL	7-513-001	120
INTRO TO FPLS	7-513-002	3
REGIONAL PLA REQUIRED ASSIGNMENTS	7-513-003	54
DISTRICT MENTOR INTERACTION REQUIREMENT	7-513-004	30 - 45

STUDENT ACHIEVEMENT LEADERSHIP	7-517-001	60
INSTRUCTIONAL LEADERSHIP	7-517-002	60
A BOARD'S ROLE IN IMPROVING INSTRUCTION MICRO-CREDENTIAL	7-518-001	5/10
ESE PROCEDURES AND PRACTICES	8-103-102	120
MATRIX OF SERVICES (PDA)	8-103-103	5
SURROGATE PARENT (PDA)	8-103-104	5
SECONDARY TRANSITION: DEVELOPING AND IMPLEMENTING AN EFFECTIVE PROGRAM (PDA) *	8-103-108	12
MEDIA CONTENT	8-407-001	120
POLICIES AND PROCEDURES	8-410-001	120
PARENT INVOLVEMENT & COMMUNICATION	8-413-001	120
MULTI-TIERED SYSTEM OF SUPPORT: AN INTRODUCTION (PDA)	8-415-001	5
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)	8-415-002	120
CODE OF ETHICS	8-416-001	120
FOOD SERVICE TRAINING	8-505-001	120
EDUCATIONAL PARAPROFESSIONALS/AIDES	8-506-001	120
SUBSTITUTE TEACHER	8-506-002	120
SCHOOLS OF EXCELLENCE	8-506-003	120
OFFICE/CLERICAL SUPPORT	8-509-001	120
CUSTODIAL AND MAINTENANCE SERVICES	8-510-001	120
MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT	8-512-001	60
STATE INSTRUCTIONAL MATERIALS COMMITTEE	8-514-001	120
INSTRUCTIONAL MATERIALS EVALUATION	8-514-002	60
TRANSPORTATION	8-515-001	120
TEACHER OBSERVATION AND EVALUATION SYSTEM	8-520-001	120
MONITORING AND EVALUATION OF ASSESSMENT		

These component numbers are only for new teachers that have transferred from another district and have inservice points to transfer. The 9- numbers are not included in FDOE Survey 5.

Transfer of Non-Bankable Points	9-999-001
Transfer of SWD Points	9-999-002
Transfer of ESOL Points	9-999-003
Transfer of Reading Points	9-999-004

Section 3
General Education Components

ACTION RESEARCH

COMPONENT IDENTIFIER NUMBER: 7-507-005

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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
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: A4,B1

ADMINISTRATORS AS MANAGERS

COMPONENT IDENTIFIER NUMBER: 7-507-003

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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

1. Demonstrate knowledge of the concepts and content of administrative management.
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 ongoing process of school improvement.

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
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

ADULT EDUCATION CONTENT

COMPONENT IDENTIFIER NUMBER: 1-300-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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 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
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,B1

ADVANCED EDUCATIONAL LEADERSHIP

COMPONENT IDENTIFIER NUMBER: 7-507-007

Maximum Inservice Points: 120

GENERAL OBJECTIVE

To expand and maintain a high level of knowledge, skill, and competency needed to provide instructional leadership and support for a variety of stakeholders in the educational community.

SPECIFIC OBJECTIVES

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

1. Demonstrate skill in analyzing common student data elements and using these elements to inform curricular and instructional decisions.
2. Demonstrate skill in utilizing observational and other types of data to monitor and improve instructional practice.
3. Demonstrate competency in engaging stakeholder participation.
4. Demonstrate proficiency in leading the work of a professional learning community.
5. Demonstrate skill in the use of the inquiry process as a problem-solution model for instructional improvement.
6. Demonstrate proficient understanding of legal issues that occur in the educational community (including, but not limited to: employee hiring practices, evaluation, and termination, professional responsibilities of staff, responsibilities of school leaders, etc.).
7. Demonstrate an understanding of methods to engage teacher-leaders in making decisions that affect the educational community (team building).
8. Demonstrate competency in leading efforts to build or enhance a culture of collaboration and collegiality.

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
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: A4,B1

ASPIRING LEADERS

COMPONENT IDENTIFIER NUMBER: 7-507-008

Maximum Inservice Points: 40

GENERAL OBJECTIVE

This professional learning will prepare teacher leaders and other non-administrative educators to become effective instructional leaders by increasing their knowledge and skills in data analysis, assessment, curriculum planning, and coaching.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to:

1. Apply the components of the assessment framework: screening, diagnostic, progress monitoring, and outcome assessments
2. Identify technically valid written and alternative classroom and school-level assessments
3. Apply a frame of reference for interpreting test scores
4. Analyze data to identify trends that indicate progress in student performance development, teacher effectiveness across performance groups, and curriculum strengths and weaknesses using scatter plots, and other tools
5. Interpret data through variety of formats, e.g., graphic displays, descriptive statistics, and test item analysis
6. Identify the role of assessment in a school-setting in the areas of: planning instruction to meet

student learning needs, school level professional development, in making school-wide curriculum decisions, and in providing feedback to teachers regarding the effectiveness of instruction

7. Define a decision-making model and curriculum mapping tools
8. Interpret and analyze assessment data to improve instruction and student performance
9. Create and define learning goals and objectives
10. Use a variety of software tools to analyze, display, and share data
11. Communicate value added model data to instructional personnel
12. Interpret observational data linked to the Florida Educator Accomplished Practices
13. Demonstrate knowledge to effectively coach for instructional change
14. Discuss the seven principles of *Fierce Conversations*
15. Design curriculum plans and assessments
16. Develop formative assessments and rubrics
17. Identify the characteristics of a strong summative/interim assessment
18. Demonstrate knowledge to be able to identify and cultivate instructional leaders
19. Identify the common elements of highly effective instruction
20. Define the roles and responsibilities of principals

21. Demonstrate knowledge to lead a professional learning community
22. Demonstrate knowledge about the Florida Principal Leadership Standards

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,H,D
Implementation Methods: N,P,R,S
Evaluation Methods: Staff - B,D,F,G Student - G
FEAP: A1, A4, B1, B2

AUTHENTIC LEARNING

Component Number: 2-408-005

Function: 2 – Instructional Methodology/Faculty Development

Focus Area: 408 – Instructional Strategies

Local Sequence Number: 005

Points to Be Earned: Minimum 5 (face-to-face and implementation)/Maximum 120

DESCRIPTION:

LINKS TO PRIORITY INITIATIVES

- ☒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: Strategies
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Explain the value of Authentic Learning in teaching and learning.
2. Discuss the attributes of authentic learning tasks for use in remote, blended, and face-to-face classrooms.
3. Use technology to gather, organize, analyze, and display data from a variety of sources.
4. Discuss how authentic learning promote student engagement.

5. Describe the GRASP (Goal, Role, Audience, Situation and Product) model and how it structures the authentic learning performance task.
6. Analyze performance task examples for essential content and skills.
7. Identify essential content and skills to create an authentic learning performance task.
8. Identify authentic problems and significant questions for investigation.
9. Describe how to plan and manage activities to develop a solution or a complete a project for an authentic learning task.
10. Create an authentic learning performance task that follows the GRASP (Goal, Role, Audience, Situation and Product) model that offers student choice and student-centered learning.
11. Develop research resources and reflection questions within the framework for teaching and learning through the authentic performance task.
12. Identify how students can demonstrate their understanding of content and skills through real-world products.
13. Explain the purpose of using rubrics during authentic learning performance tasks.
14. Compare and contrast the role of the teacher and the students during authentic learning.
15. Describe teaching strategies that support student choice and individual learning styles during authentic learning
16. Identify instructional strategies that will guide students during the problem-solving process to a potential solution.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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:

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.

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

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.

Developed by
NEFEC Summer 2020

CAREER AND TECHNICAL EDUCATION

COMPONENT IDENTIFIER NUMBER: 1-211-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide participants with updated knowledge and skills in the specified Technical and Career Education areas in order to improve student achievement.

SPECIFIC OBJECTIVES

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

1. Demonstrate knowledge of the philosophy of Technical and Career Education which includes its history, significant legislation, and State and local policies and procedures.
2. Demonstrate knowledge of the organization, operation and maintenance of Technical and Career Education, student organizations and program advisory committee.
3. Demonstrate knowledge of employment opportunities or further educational opportunities for students and the impact of this training on the economic development of the community.
4. Update knowledge and skills, trends, issues and research about specific
5. Technical and Career Education areas in order to develop a quality program.
6. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
7. Develop lesson plans and field and career shadowing experiences based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities, and student interests.
8. Identify and set criteria to be used in selecting text, software, and instructional materials.
9. Demonstrate teaching techniques which include introducing and summarizing lessons, demonstrating occupational skills, teaching concepts and principles, using oral questioning techniques, using the cooperative learning strategies, and directing student laboratory experience.
10. Identify special needs of students and implement teaching and counseling strategies to promote their learning.
11. Determine the techniques and skills necessary for effective classroom management.

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 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,A3,B1

CHARACTER EDUCATION

COMPONENT NUMBER: 2-016-001

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 016 – Social Studies
Local Sequence Number: 001

Points to Be Earned: Maximum 120

DESCRIPTION

This component is designed to enable the participant to gain an understanding of the research, trends, and best practices in Florida and the global community, and implement current strategies and teaching techniques to infuse Character Education within existing curriculum.
Upon successful completion of this professional learning activity, the participant will be able to incorporate into his/her instruction the objectives and learning outcomes presented in this professional learning with an emphasis on the district core values that frame Character Education.

LINKS TO PRIORITY INITIATIVES

☒ Continuous Improvement practices
☒ Mastery of a specific instructional practice – Universal Design for Learning (UDL)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.1.3
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	☒ 2.2.1	☒ 3.2.1
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.3

IMPACT AREAS

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted.

SPECIFIC LEARNER OUTCOMES

Educators will:

1. Develop an understanding of the rationale, trends, goals, current research, and objectives of character education.
2. Develop an understanding of how to integrate character education as part of existing curriculum by choosing and connecting one or more of the core values to classroom lessons.
3. Develop an understanding of the impact significant people, ideas, and events have had on the development of a just and fair society through demonstrated character traits in Florida and the global community.
4. Demonstrate an understanding of the contributions made by women and diverse racial, ethnic, and cultural groups during various periods of history through acts of heroic and notable character.
5. Identify and analyze examples of racism, oppression, and discrimination during various periods of history, and understand the importance of respect for the rights of all persons regardless of their race, religion, gender, age, physical condition, or mental state.

6. Develop an understanding of the rights of individuals, social groups and nations to hold and express differing views combined with the capacity to make discriminating judgments among competing opinions.
7. Identify and interpret bias, prejudice, stereotyping, and points of view as reflected in primary source readings, literature, art, and music during various periods of history.
8. Identify teaching and learning strategies that focus on experiencing and expressing character traits, including community-based and real-world experiences, with allotted time for reflection (service learning, cooperative learning, peer mentoring, mediation).
9. Identify effective pedagogical strategies that encourage respect for diversity, fairness, equity, and tolerance of differences in all classrooms.
10. Identify and demonstrate an understanding of research-based instructional strategies and critical-thinking skills to promote social responsibility and recognition of one's potential rooted in self-esteem, discipline and pride in one's work and respect for the achievement of others.
11. Develop the skills to implement a conceptual framework to facilitate dialogue and debate in the classroom about issues of human rights, environmental preservation, animal protection and consumerism from both a local and global perspective.
12. Develop the skills to conduct a school site needs assessment in relation to character education.
13. Develop ways to facilitate the resources and tools to involve parents as partners and discussants of issues related to the family in an analysis of the significance of character values to the family unit (identification of family mission statements, traditions, values, and meaningful artifacts).

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities. **Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, F-Independent Inquiry/Action Research, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

1. Participate actively in discussions on the major terms, concepts, processes, and content for use in the character education classroom.
2. Participate actively in group discussions, small group work, seminars, and simulations assigned by the instructor.
3. Participate in seminars facilitated by educators, historians, authors, and psychologists whose work has focused on character, service learning, and family issues to enhance overall knowledge and skills in character education.
4. Attend presentations and engage in dialogue with a variety of educators and community leaders, city officials, and state and local government representatives such as elected officials, school board members, etc.
5. Observe character education lesson demonstrations and instructional strategies by the instructor or consultant that can be used in interdisciplinary and character education classrooms.
6. Review, examine, and critique various instructional materials (films, websites, literature, texts) for use in interdisciplinary and character education classrooms.

7. Participate in academic travel to selected local, state, and national sites. Examine primary and secondary documents that address key principles and concepts in past and current character issues.
8. Create an instructional materials resource bank for use in the character education classrooms, such as a compilation of service learning projects and lesson plans focusing on the sue of specific literature.
9. Create an implementation plan for infusing character education lessons and activities into the classroom.

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, R-Electronic Interactive, S-Electronic, Non-Interactive

Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content for use in classrooms. In addition, school administrators will provide support and resources as identified to monitor implementation of learning. Participants will complete elements of their individual implementation agreements. Participants will apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice. Support will be provided by skilled coaches, mentors, or other educators to ensure high-fidelity implementation of professional learning. Educators will be provided with web-based resources and assistance to support implementation

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; Participation and implementation progress shared with district personnel

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 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?

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

What other forms of evaluation data will be gathered:

- 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.

- 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 Character Education implementation plan, reflection, journal entries, logs, surveys, and lesson plans

- Who will use these aspects of PD evaluation data?

School-based and district level stakeholders will examine evaluation data to determine the success of the professional learning. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC
Spring 2017

CHILD ABUSE PREVENTION

COMPONENT IDENTIFIER NUMBER: 6-511-003

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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 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
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: A2

CLASSROOM MANAGEMENT

COMPONENT IDENTIFIER NUMBER: 5-404-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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 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
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: A2

CLINICAL EDUCATION

COMPONENT NUMBER: 7-507-002

Function: 7 – Management/Leadership/Planning
Focus Area: 507 – Leadership Skills/Communication/Critical Thinking
Local Sequence Number: 002

POINTS TO BE EARNED: 20 (REQUIRED MINIMUM)/40 (MAXIMUM)

DESCRIPTION

This component includes the content and **GENERAL OBJECTIVE**s that establishes a high-quality MIP component designed to result in highly effective performance levels on the targeted practice(s). This component requires sustained engagement in development processes that support implementation of productive on-the-job changes in practice and successful on-the-job implementation of the targeted professional learning, including an implementation agreement that guides both development of the learning content and processes and participant on the job implementation.

This component is designed to focus on pedagogical and improvement skills required to develop the participants' knowledge and skills needed by clinical educators who assist developing professionals in the acquisition and practice of teaching competencies essential to effective classroom performance.

Upon successful completion of this component, the participant will have the skills of observation and conferencing within the context of a clinical supervision model and use the appropriate supervisory practice to enhance effective teaching competencies of developing professionals. The Clinical Educator Program provides training for clinical supervisors to support professionals-in-training through the formative process model. The program targets four areas: Diagnosis of Developing Professional's Performance, Diagnosis of Student Performance, Feedback, and Professional Development Plans.

LINKS TO PRIORITY INITIATIVES

- ☒ Continuous Improvement practices
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Mastery of a specific leadership practice: Developing instructional leadership skills
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.2	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.4, 1.2.5	☒ 2.2.3, 2.2.5	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.1, 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2	☒ 2.4.2	☒ 3.4.2

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

SPECIFIC LEARNER OUTCOMES

Skill: Apply a growth mindset to work with developing professionals.
Expected Outcomes
Participants will:

1. Define growth and fixed mindsets and articulate specific impact of having each mindset in their work with developing professionals.
2. Recognize that academic ability is not a fixed entity and demonstrate this belief in their work with developing professionals.
3. Apply appropriate observation and conversation skills in unpacking mindsets with developing professionals.

Skill: Use a range of interpersonal communication skills (ICS) and tools to provide feedback, coaching and support to improve teaching.
Expected Outcomes
Participants will:

1. Identify appropriate interpersonal communication skills (ICS).
2. Plan to use ICS for feedback, coaching and/or support interactions with developing professionals.
3. Use ICS in authentic feedback, coaching and/or support interactions with developing professionals
4. Follow up with developing professionals to set specific and actionable next steps in supporting implementation of key strategies and content from ICS work.

Skill: Conduct lesson planning conferences that result in the developing professional having a standards aligned objective, during and end-of-lesson formative assessments, and aligned activities/tasks designed to ensure student mastery on the task.

Expected Outcomes

Participants will:

1. Identify what constitutes effective lesson planning that enables teachers to align standards, objectives, content, activities/tasks and assessments to ensure student mastery.
2. Determine how the developing professional frames lesson objectives, so that they guide planning and focus on student mastery.
3. Recognize the impact of stated, lived, and worthy objectives on student learning.
4. Demonstrate the nine steps for conducting a skillful lesson planning conference focused on content using appropriate active listening skills.
5. Reflect on how a skillful lesson planning conference can contribute to a more cohesive lesson plan and comprehensive lesson delivery

Skill: Use skills of an expert observer and diagnostician of teaching and learning issues.

Expected Outcomes

Participants will:

1. Identify and explain the steps in planning for an effective classroom observation.

2. Collect non-evaluative evidence-based teaching and learning data during a classroom observation.
3. Demonstrate the ability to design and use observation tools to gather evidence of a classroom observation.
4. Demonstrate the ability to analyze data collected on the students and the developing professional during a classroom observation.
5. Follow up with developing professionals to set up specific and actionable next steps to support the implementation of key strategies required for observing and diagnosing teaching and learning experiences.

Skill: Engage in evidence-based, non-evaluative conversations about teaching and learning.

Expected Outcomes

Participants will:

1. Identify the steps for conducting an evidence-based, non-evaluative post observation conference focused on teaching and learning
2. Develop and use reflective questioning techniques based on what is seen and heard during a classroom observation to prepare for evidence-based, non-evaluative post observation conference focusing on teaching and learning.
3. Conduct an evidence-based, non-evaluative post observation conference demonstrating the use of active listening skills and attention to mindset.
4. Follow up with developing professionals to set specific and actionable next steps based on the post observation conversation.

Skill: Use real-time/active coaching skills to improve instruction in the moment.

Expected Outcomes

Participants will:

1. Identify the elements of effective active coaching strategies.
2. Select the most appropriate active coaching strategies to rapidly improve the developing professional based on need and impact to students.
3. Follow up with the developing professional to co-create specific and actionable next steps to ensure continued growth of the developing professional.

Skill: Use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps.

Expected Outcomes

Participants will:

1. Use non-evaluative, observational data focused on student response to teaching in discussions with developing professionals.
2. Successfully analyze outcomes, causes, and solutions from observation data and student work samples to co-construct specific and actionable next steps with developing professionals.

LEARNING PROCEDURES (Methods)

1. Participants will be engaged in one or more of the following types of professional learning activities.
2. Participate in all offered learning opportunities and assigned readings on:
3. The clinical supervision process
4. Analyzing teaching behavior
5. Classroom observation and conferencing skills
6. Professional development plans
7. Data collection and analysis techniques used in clinical supervision
8. Conduct pre-observation conferences
9. Conduct observations and collect data using the data collection methods taught
10. Analyze data collected from classroom observations
11. Prepare data displays
12. Conduct post-observation conferences
13. Document implementation of the clinical supervision process through submissions of a structured interaction activity including appropriate utilization of designated classroom observation tools and pre/post observation conferencing skills along with development and implementation of a professional development plan
14. Complete follow-up/feedback sessions as required

Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

Complete 8-hour online Clinical Educator Training Module prior to face-to-face training

Attend 6-hour face-to-face training

Complete 6-hour implementation assignments following face-to-face

WHAT will occur during this professional development component delivery:

Participants will engage in study of the clinical supervision processes, participate in job-embedded coaching and conferencing to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills.

HOW will the experiences be provided to participants during this delivery:

The online module will provide virtual opportunities to engage independently with content and collaboratively through discussion boards. In addition, the component will provided practice and resources for implementation of skills using videos, relevant readings, and reflecting on gained knowledge.

Experiences within the face-to face session will include simulations, observations and debriefing, review of research and goals, and collaborative conversations.

Implementation/Monitoring Code: P-Participant Product

Implementation Support: NEFEC Professional Learning Support (NPLS)

Monitoring Procedures: NEFEC Professional Learning Support; feedback reports on implementation assignments completed by participants and shared with district personnel.

IMPACT EVALUATION PROCEDURES

Evaluation Methods for Staff Code: E-Fidelity of Implementation of the professional Learning process; Develop and use an action plan for implementation and reflect on the outcomes.

Evaluation Methods for Students Code: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure.

Impact data will inform feedback sessions from NEFEC Professional Learning Support to the participant. In addition, the data will inform decisions for classroom placement of developing professionals.

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. 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.

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches and teacher support colleagues will conduct informal observations. Quality of implementation of the professional development is addressed by the following:

Online module discussion board entries

Quality of implementation assignments and participation with the NEFEC Professional Learning Support

NEFEC, school-based, and district level stakeholders will examine evaluation data to determine the success of the PD.

Developed by NEFEC
Spring 2016

CODE OF ETHICS

COMPONENT IDENTIFIER NUMBER: 8-416-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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.

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
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: B2

COMMUNICATION

COMPONENT IDENTIFIER NUMBER: 2-406-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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 special needs 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 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 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
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: A2

COMPUTER SCIENCE EDUCATOR CERTIFICATION PREP

COMPONENT NUMBER: 3-003-001

Function: 3 – Integration/Digital Learning Support
Focus Area: 003 – Computer Science/Technology Education
Local Sequence Number: 001

POINTS TO BE EARNED: MAXIMUM 60

DESCRIPTION: This course will prepare teachers K-12 to take and pass the Florida Teacher Certification Exam (FTCE) for the Computer Science (CS) K-12 subject area. Additionally, this professional development will provide certified educators in other content areas the core knowledge and pedagogical skills to teach CS both in the content course and as a stand-alone course. Teachers will be highly-qualified in their core area PLUS computer science.

LINKS TO PRIORITY INITIATIVES

☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Mastery of a specific instructional practice: Computer Science

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.5
Learning	☒ 1.2.2, 1.2.5	☒ 2.2.5	☒ 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.1, 2.3.3	☒ 3.3.3
Evaluating	☒ 1.4.2	☒ 2.4.2	☒ 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Educators will:
Competency 1—Knowledge of computational thinking and problem solving

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—Knowledge of data types and structures

1. Distinguish between constants and variables and between local and global identifiers.
2. Distinguish between integer, real number, character, string, Boolean, and object data types.
3. Recognize and convert between binary, decimal, and hexadecimal number systems.

4. Identify characteristics and uses of data structures, including arrays, linked lists, stacks, queues, and sets.
5. Distinguish between instance, class, and local variables in an object-oriented design.
6. Identify components of class declarations for an object-oriented program and distinguish between public and private access specifiers.

Competency 3—Knowledge of programming logic

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

Competency 4—Knowledge of programming languages

1. Identify characteristics and apply concepts of the Scratch™[1] programming language learning environment from the MIT Media Library.
2. Analyze segments of Java®[2] code containing sequential, conditional, or iteration statements.
3. Analyze segments of Java® code involving methods, interacting objects, or passing parameters.
4. Apply principles of data types and data manipulation (e.g., string methods, arithmetic operations) in the Java® programming language.
5. Apply principles of abstraction, encapsulation, inheritance, and polymorphism in the Java® programming language.

Competency 5—Knowledge of computer hardware, software, and networking

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

Competency 6—Knowledge of the historical aspects and social issues related to computer technologies

1. 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.
2. Identify milestones in the historical development of computer technology and important contributions of individuals or groups to the development of computer technology.
3. 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).
4. Analyze issues related to malicious software, social engineering, and security awareness.
5. Identify concepts and terminology related to security countermeasures (e.g., firewalls, antivirus programs, filtering software, encryption) that prevent, detect, and correct breaches.
6. Analyze security issues related to maintaining the confidentiality, integrity, and availability of information.

Competency 7—Knowledge of computer science pedagogy

1. Apply appropriate and effective classroom management strategies for teaching computer science (e.g., laboratory work, cooperative learning, electronic communications).
2. 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).
3. Apply appropriate and effective formative and summative assessment strategies for teaching computer science (e.g., rubrics, portfolios).
4. 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).
5. Determine characteristics and apply uses of instructional technologies (e.g., collaborative online tools, social networking, computer-based learning, mobile devices).
6. Recognize opportunities, skills, and paths related to college and career readiness in the field of computer science.
7. Apply practices for planning and developing curricula that meet state and national standards and recognize resources for ongoing professional support and development.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation

- Discuss and apply research-based practices
- Engage in research for web-based resources
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Blended content delivery, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will participate in an online learning community in which participants will share student work, reflect on implementation, discuss challenges, and share best practices.

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Information gathered from meeting minutes and threaded discussion forums will be reviewed and analyzed to determine what organizational supports are required for successful implementation.
Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.
Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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:
What evaluation data address the 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.

What evaluation data address the quality of implementation of the PD?

During the professional learning sessions, participants will be observed to verify the quality and fidelity of delivery. Additionally, discussion boards will be monitored to address participant needs and instruction will be modified, if necessary, to assure the participants are mastering the content and pedagogy skills presented. Data gathered from the online professional learning feedback form will be analyzed and used to inform instruction for future delivery of the course.
Teacher success in passing the Florida Computer Science K 1/4 12 Subject area Certification Exam aspects and social issues related to computer technologies:

1. Competency
2. Knowledge of computer science pedagogy
3. Learn to incorporate CT/CS in other disciplines, especially in their primary educator certification area.
4. Apply CT to their teaching practice

Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- 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

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.

Developed by
NEFEC Spring 2020

CUSTODIAL AND MAINTENANCE SERVICES

COMPONENT IDENTIFIER NUMBER: 8-510-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

To upgrade and update the quality of custodial and maintenances services provided.

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 professional custodian's 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 and maintenance fields.
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 custodial and maintenance 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.

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,R,S,T
Evaluation Methods: Staff - A,C,D,E,G Student - G,Z
FEAP: B1

DATA ANALYSIS

COMPONENT IDENTIFIER NUMBER: 4-401-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE:

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 OBJECTIVES

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

1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognizes patterns in data of student 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 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
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,A4

DESIGN AND DEVELOPMENT OF ASSESSMENT TOOLS

COMPONENT IDENTIFIER NUMBER: 4-401-003

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the ability to design and implement a variety of assessment strategies (traditional and alternate) to guide, monitor, and measure learning.

SPECIFIC OBJECTIVES

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

1. Understand the need to evaluate students' achievement against standards and criteria rather than a comparison with other students
2. Understand the role of assessment in planning instruction to meet student learning needs and to improve student learning outcomes
3. Diagnose students' readiness to learn and their individual learning needs to plan appropriate intervention strategies
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains
5. Develop an assessment plan that includes identifying learning outcomes, planning assessment tasks based on learning outcomes, creating task-specific criteria that align with the selected learning outcomes, developing achievement standards for each criterion against which the students work will be assessed, and constructing the overall achievement standards to arrive at a grade for the assessment tasks
6. Develop a test blueprint (test specifications/test map) that includes information representing the objectives and skills to be tested , the number of questions for each objective, the cognitive level of objectives, and the relative weight on the test given to each question
7. Develop and implement pre-assessments based on precise learning goals
8. Develop and implement formative assessments based on precise learning goals
9. Develop and implement summative assessments based on precise learning goals
10. Demonstrate the ability to created assessment tasks that are weighted to balance the developmental (formative) and judgmental (summative) roles of assessment
11. Demonstrate the knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments to include screening, diagnosis, progress monitoring, and outcome measures
12. Improve the reliability and validity of judgments about student work

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
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, A4

EDUCATIONAL PARAPROFESSIONALS/AIDES

COMPONENT IDENTIFIER NUMBER: 8-506-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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 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.

Learning (Delivery) Methods: A,B,C,D,F,G,I
Implementation Methods: M,N,O,P,R,S,T
Evaluation Methods: Staff - A,C,D,E,F,G Student - D,F,G,Z
FEAP: B1

EDUCATOR INDUCTION

COMPONENT NUMBER: 2-516-001

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 516 – Faculty Development
Local Sequence Number: 001

POINTS TO BE EARNED: MAXIMUM 120

DESCRIPTION

In recognition of the importance of continuing teacher education as deemed by data from district Human Capital Management Systems, this component aims to develop a culture of lifelong learning as it provides a mechanism for the successful induction of each educator in a high quality, formalized induction program.
Upon successful completion of this professional learning activity, the participant will be able to incorporate into his/her instruction and performance the principles presented in this professional learning.

LINKS TO PRIORITY INITIATIVES

- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Professional and ethical behavior

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.2	☒ 3.1.3
Learning	☒ 1.2.4	☒ 2.2.4, 2.2.5	☒ 3.2.3
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1, 2.3.2	☒ 3.3.1, 3.3.2
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.2, 3.4.3

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 understanding of how to access, develop, and foster their collegial support network
2. Recognize and apply the Professional Educator Competencies (PEC), including the Florida Code of Ethics, to their role as ambassador of the profession
3. Select formative and summative assessments that match learning objectives leading to mastery.

4. Implement structured grouping assignments that maximize student learning when introducing and deepening understanding of content
5. Develop a safe classroom environment and procedural structures in which students are responsible, motivated, and highly engaged in specific learning activities
6. Determine long-term goals and short-term instructional objectives appropriate to student learning needs and aligned with state-adopted standards.
7. Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies that are aligned with state-adopted standards.

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice
What will occur during this professional development component delivery:

1. Participate in a supporting framework and connect with new educators through a focus on standards-based resources and professional practices
2. Participate in discussions based on the facilitator's presentation
3. Discuss and apply research-based practices
4. Engage in research for web-based resources
5. Create collaborative learning activities for students
6. Utilize collaborative practices within various contexts
7. Engage in activities that use interactive technology

How the experiences will be provided to participants during delivery:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

Key issues to be included in participant implementation agreement:

1. Attend and participate in professional learning both face-to-face and/or online, as scheduled
2. Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
3. Share best practices with colleagues, as appropriate
4. When directed, design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
5. When appropriate, participate in NEFEC Professional Learning Support (PLuS) by engaging in online collaborative conversation with colleagues, providing feedback on lessons, and critically reflecting on instructional practice

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)
Implementation Support: Collaborative planning and structured coaching/mentor support will enable participants to receive continuous feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content for use in classrooms. If applicable, participants will complete elements of their individual implementation agreements.
Monitoring Procedures: Structured coaching/mentor support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress shared with district personnel

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 Methods for Staff Code: A-Changes in Instructional Practice
Evaluation Methods for Students Code: A-Standardized Student Growth Measures, B-School/Teacher Constructed Growth Measures, C-Portfolios, D-Observation of Student Performance, F-Other Performance Assessment
Who will use the evaluation impact data gathered?
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.
Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

- What evaluation data address the value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. Schools and Districts design individualized evaluation forms as needed.
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.

- What evaluation data address the 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

- Who will use these aspects of PD evaluation data?

NEFEC (when appropriate), school-based, and district level stakeholders will examine evaluation data to determine the success of the professional learning. 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, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC
Spring 2016

EFFECTIVE COMMUNICATION: INTERPERSONAL CONVERSATIONS, WRITTEN CORRESPONDENCE, AND EVIDENCE-BASED FEEDBACK

COMPONENT NUMBER: 7-507-009

Function: 7 – Management/Leadership/Planning
Focus Area: 507 – Leadership Skills/Communication/Critical Thinking
Local Sequence Number: 009

POINTS TO BE EARNED: MAXIMUM 120

DESCRIPTION

This component is designed to enable the participant to effectively engage in various forms of job-related interactions with both internal and external stakeholders including administrative, instructional, and non-instructional personnel, students, parents, and community members. Upon successful completion, the participant will be able to incorporate the principles presented in this professional learning and successfully engage in communications which are authentic, honest, direct, and when appropriate, supported with evidence or artifacts.

LINKS TO PRIORITY INITIATIVES

☒Collegial learning practices
☒Mastery of a specific leadership practice: Effective Communication
☒Non-Classroom Instructional staff proficiencies supporting student success
☒Professional and ethical behavior

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.2	☒ 2.1.1	☒ 3.1.6, 3.1.7
Learning	☒ 1.2.3	☒ 2.2.3	☒ 3.2.8
Implementing	☒ 1.3.1	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.2	☒ 2.4.1, 2.4.2	☒ 3.4.2

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

SPECIFIC LEARNER OUTCOMES

Professional learning will focus on appropriate outcomes from the following list.
Participants will:

1. Identify and discuss the following tenets of effective communication:
    a. Impact of trust and credibility on communication
    b. Link among trust, accountability, predictability, reliability, and consistency
    c. Consideration of stakeholders' perspectives
    d. Mutual respect, competence, and integrity
    e. Understanding diversity among audiences
    f. Consideration of stakeholders
    g. Appreciation for small and large successes

h. Conciseness, completeness, and correctness
i. The value of thoughtfulness

2. Use appropriate interpersonal skills: exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, using tact, exhibiting consistency and trustworthiness
3. Apply appropriate communication strategies when connecting with school community; communicating via phone, face-to-face, email or newsletter; opportunities at school events or parent conferences; community/business collaborations: identifying audiences, determining messages, selecting transmission media, identifying reaction of receivers, soliciting responses, etc.
4. Promote multicultural awareness, gender sensitivity, generational awareness, and cultural appreciation
5. Check for understanding of the message before finalizing communication
6. Practice the key principles of a Fierce Conversation
   a. Interrogate reality by recognizing shifts; make conversations *real*
   b. Provoke learning—your learning and the other person's learning; share what it looks like from your perspective and learn what it looks like from the other person's perspective
   c. Tackle tough challenges; identify the obstacles and confront them
   d. Speak and listen as if this is the most important conversation you will ever have with this person
   e. Enrich relationships
7. Choose and provide purposeful, specific feedback that is timely and focused on the product or behavior and not on the person
8. Deliver feedback to guide future performance in ways that preserve the relationship, maintain openness and trust, and move practice forward
9. Collect feedback about progress, use the data as feedback about the effectiveness of instruction; adjust instruction
10. Demonstrate how to measure whether feedback is leading to improved performance

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice
WHAT will occur during this professional development component delivery:

1. Attend presentation on guidelines for effective oral and written communication
2. In small groups, critique a series of sample interactions and the reactions elicited from the recipients
3. Participate in discussions based on facilitator's presentation
4. Discuss and apply research-based practices
5. Practice effective communication and feedback techniques by role-playing and real playing

6. Engage in learning communities with colleagues to share knowledge and practice application
7. Apply skills/knowledge acquired to improve the teaching and learning environment

HOW the experiences will be provided to participants during delivery:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

1. Attend and participate in professional learning both face-to-face and/or online, as scheduled
2. Design and deliver conversation applying newly acquired knowledge, skills, and behaviors
3. Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
4. When appropriate, participate in NEFEC Professional Learning Support (PLuS) by engaging in online collaborative conversation with colleagues, providing feedback on communication, and critically reflecting on communication and feedback practice
5. Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)
Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. When appropriate, participants will use the action planner and online resources, such as a forum, for support. They will also develop and review practices related to key session content for use in job-related responsibilities. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.
Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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 Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities
Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment
Who will use the evaluation impact data gathered?

Instructional and non-instructional personnel will use the data to assess the level of mastery of objectives to determine the effectiveness of practice. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.
Through school and district instituted support of data reflection, all stakeholders will review the results of assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators, non-instructional personnel, parents, and community/business leaders.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

a. What evaluation data address the value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. Schools and Districts design individualized evaluation forms as needed.

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.

b. What evaluation data address the 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 communication/feedback that teachers demonstrate

c. Who will use these aspects of PD evaluation data?

NEFEC (when appropriate), school-based, and district level stakeholders will examine evaluation data to determine the success of the professional learning. 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, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC
Spring 2016

FINE ARTS CONTENT

COMPONENT IDENTIFIER NUMBER: 1-000-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

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
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,A3

FLORIDA CURRICULUM STANDARDS

COMPONENT IDENTIFIER NUMBER: 2-007-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the adopted state standards.

SPECIFIC OBJECTIVES

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

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the state standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information contained within one or more of the state 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 standards and sample performance indicators identified in the state standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the state 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 state standards.

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
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,A3,A4

FOOD SERVICE TRAINING

COMPONENT IDENTIFIER NUMBER: 8-505-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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

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.
8. An evaluation of the training or professional development completed by the instructor or inservice leader.

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,R,S
Evaluation Methods: Staff - C,D,G Student - Z
FEAP: B1

GROWTH MINDSET MICRO-CREDENTIAL

COMPONENT NUMBER: 2-408-004

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 408 – Instructional Strategies
Local Sequence Number: 004

Points to Be Earned: Minimum 5/Maximum 30

DESCRIPTION

Growth Mindset is a competency-based learning program which uses growth-oriented feedback and language to reinforce a focus on growth. It is offered by the Florida Department of Education, BloomBoard, and Digital Promise for Florida educators. The program focuses on learning by doing, providing participants access to a collaborative community of educators from across the state.

LINKS TO PRIORITY INITIATIVES

☒ Collegial learning practices
☒ Mastery of a specific instructional practice: Feedback to Students

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.3	☒ 3.2.1
Implementing	☒ 1.3.1	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.3

IMPACT AREAS

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES

Educators will:

1. Develop an understanding of the underlying beliefs people have about learning and intelligence.
2. Demonstrate knowledge about how the brain is like a muscle that improves with effort.
3. Articulate growth mindset-oriented language focused on recognizing and encouraging effort rather than on general personal praise when giving feedback on a student's performance.
4. Demonstrate knowledge about praise: not praising intelligence or abilities but focusing on the process and effort.
5. Demonstrate an understanding that the use of growth mindset-oriented language sustains a positive, growth-oriented, motivating learning environment and promotes academic success.
6. Demonstrate the understanding that intelligence and abilities are qualities all stakeholders can develop through effort.
7. Incorporate growth mindset-oriented language into lessons and conversations and encourage students to do the same.

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices
WHAT will occur during this professional development component delivery:

1. Participants will take an online growth mindset evaluation and discuss the results.
2. Participants will study the materials presented in the Mindset Works Educator Kit or other resource materials that describe scientifically how the brain learns.
3. Participants will discuss the idea that the brain is like a muscle that grows with exercise and effort and that everyone has the ability to learn.
4. Participants will discuss the kinds of things one can say that are more in line with a growth-oriented mindset and more motivating for everyone.
5. Participants will retake the online growth mindset evaluation and discuss changes in results.
6. Participants will discuss the effects of adopting a growth-oriented mindset and how to promote it in school and beyond.

HOW the experiences will be provided to participants during delivery:
Online coursework
Online support for instructional practice and critical reflection, as appropriate
Collaborative online discussions

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
Submit directed project activities to become more proficient in applying a growth-oriented mindset to improve learning
Submit student work examples (such as links to writing, audio, images, video, and other media) that demonstrate progress toward the growth mindset competency

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: P-Participant Product, R-Electronic Interactive

Implementation Support: Collaborative planning and structured coaching support may enable participants to receive continuous feedback regarding implementation efforts. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support may provide ongoing feedback to participants; feedback reports on implementation may be shared with administrators; participation and implementation progress may be shared with district personnel

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 Methods for Staff Code: A-Changes in Instructional Practice

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

At the classroom level, individual educators will use the impact data to assess the mastery level 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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form will be accessed electronically.

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 may conduct informal observations. Quality of professional development may also be addressed by the following:

Discussion board entries, when relevant

Alignment and quality of student artifacts that participants submit

Quality of instruction that teachers demonstrate

c. Who will use these aspects of PD evaluation data?

School-based and district level stakeholders may examine evaluation data to determine the success of the professional learning. In addition, all stakeholders may review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC
Spring 2017

INSTRUCTIONAL COACHING

COMPONENT NUMBER: 7-507-010

Function: 7 – Management/Leadership/Planning
Focus Area: 507 – Leadership Skills/Communication/Critical Thinking
Local Sequence Number: 010

POINTS TO BE EARNED: MINIMUM 6/MAXIMUM 60

DESCRIPTION

This component is designed to enable the participant to develop and apply an understanding of current trends, theories, and practices in instructional coaching as a driver of increased teacher effectiveness and student achievement. It is intended for the growth of the instructional coach as well as the participating educator being coached.
Upon successful completion of this professional learning activity, the participant will be able to implement a coaching cycle incorporating formal and informal coaching and support strategies leading to improved instructional performance, including, but not limited to: setting the stage for a coaching relationship; selecting a focus for the coaching cycle; selecting appropriate data collection and display strategies; engaging in reflective discussion; setting and agreeing upon improvement targets and strategies; selecting and sharing appropriate resources to facilitate improvement; providing actionable feedback, and monitoring progress toward goal attainment.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Instructional design and lesson planning
- ☒Mastery of a specific instructional practice: Instructional Coaching Cycle
- ☒Mastery of a specific leadership practice: Instructional Coaching Cycle

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.1.3
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	☒ 2.2.1	☒ 3.2.1
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.3

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. Develop and apply an understanding of current trends, theories, and practices in instructional coaching as a driver of increased teacher effectiveness and student achievement.

2. Learn and understand the relationship between the district's instructional framework and the professional performance standards embedded in the performance evaluation system for instructional professionals; facilitate this understanding for other instructional professionals.
3. Learn and understand the development, application, and interpretation of multiple strategies for observation of instructional practice for the collection, display, and discussion of relevant data and for provision of feedback to improve professional practice.
4. Learn, understand, and apply the principles of adult learning to the provision of job-embedded support, coaching, and learning experiences for instructional professionals.
5. Learn and understand the foundational principles of collaborative peer-to-peer coaching, including the coaching cycle, and will develop a repertoire of effective coaching strategies.
6. Learn and understand effective communication skills, demonstrate how to address barriers to communication, and learn and understand a repertoire of facilitative protocols.
7. Implement a coaching cycle incorporating formal and informal coaching and support strategies leading to improved instructional performance, including: setting the stage for a coaching relationship; selecting a focus for the coaching cycle; selecting appropriate data collection and display strategies; engaging in reflective discussion; setting and agreeing upon improvement targets and strategies; selecting and sharing appropriate resources to facilitate improvement; providing actionable feedback, and monitoring progress toward goal attainment.
8. Learn, understand, and apply the skills of exemplary instructional leaders: apply growth mindset, consistently use effective interpersonal communication skills, conduct lesson planning conferences to ensure student mastery, observe and diagnose teaching and learning issues, conduct evidence-based, non-evaluative conversations about teaching and learning, use real-time active coaching skills, use data for inquiry-based coaching.

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, F-Independent Inquiry, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice
WHAT will occur during this professional development component delivery:

1. Educators will participate in guided discussion and readings to develop an understanding of current trends, theories, and practices in instructional coaching as a driver of increased teacher effectiveness and student achievement.
2. Educators will participate in guided discussion and whole-group/small-group activities to learn and understand the relationship between the district's instructional framework and the professional performance standards embedded in the performance evaluation system for instructional professionals and will learn how to facilitate this understanding for other instructional professionals.

3. Educators will work independently and in small groups, followed by whole-group facilitated discussion to learn and understand the development, application, and interpretation of multiple strategies for observation of instructional practice, for the collection, display, and discussion of relevant data, and for provision of feedback to improve professional practice.
4. Educators will participate in guided discussion, small-group/independent activities to learn, understand and apply the principles of adult learning to the provision of job-embedded support, coaching, and learning experiences for instructional professionals.
5. Educators will participate in guided discussion, small-group activities, and guided simulation activities with feedback to learn and understand the foundational principles of collaborative peer-to-peer coaching, including the coaching cycle, and develop a repertoire of effective coaching strategies.
6. Educators will participate in guided discussion and small-group activities to learn and understand effective communication skills, learn how to address barriers to communication, and learn and understand a repertoire of facilitative protocols.
7. Educators will participate in simulated practice activities, guided discussion, and small-group and independent activities to learn how to implement a coaching cycle incorporating formal and informal coaching and support strategies leading to improved instructional performance, including, but not limited to: setting the stage for a coaching relationship; selecting a focus for the coaching cycle; selecting appropriate data collection and display strategies; engaging in reflective discussion; setting and agreeing upon improvement targets and strategies; selecting and sharing appropriate resources to facilitate improvement; providing actionable feedback, and monitoring progress toward goal attainment.
8. Educators will provide a product related to the professional learning such as lesson plans, written reflection, audio/video recording, and case study to verify that the professional learning impacted their professional practice.
9. Educators will provide evidence to verify that that the content impacted their coaching, communication, and instructional practice.
10. Educators will monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
11. Educators will develop an action research study related to the professional learning and provide evidence of implementation.
12. Educators will provide evidence of collaborative planning or product development related to the professional learning.
13. Educators will engage in mentor/mentee/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow-up sessions.
14. Educators will develop and submit a portfolio, incorporating relevant artifacts evidencing implementation of a full coaching cycle.

HOW the experiences will be provided to participants during delivery:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate
- Classroom modeling
- Interview settings

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

1. Attend and participate in professional learning community, as scheduled
2. Attend face-to-face professional learning, as appropriate
3. Deliver and/or observe classroom practice during coaching cycle
4. Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
5. When appropriate, participate in NEFEC Professional Learning Support (NPLS) by engaging in collaborative conversation with colleagues, providing feedback on research lessons designed by peers, and critically reflecting on instructional practice, as appropriate
6. Implement the newly acquired practices in successive lesson plans and demonstrations; share work with colleagues

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product

Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. Classroom and school-focused support will be provided to educators by skilled coaches, support colleagues, and others to ensure high-fidelity implementation of the professional learning. Educators will be provided with web-based resources and assistance to support implementation of professional learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress shared with district personnel

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 Methods for Staff Code: A-Changes in Instructional Practice
Evaluation Methods for Students Code: C-Portfolios of Student Work, D-Observation of Student Performance
Who will use the evaluation impact data gathered?
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.
Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:
a. What evaluation data addresses value of the PD design?
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.
At the school and district level, local administrators, coaches, and other educators will determine the effectiveness of the PD design.
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
- Quality of instruction that teachers demonstrate
- Classroom assessment data

c. Who will use these aspects of PD evaluation data?
NEFEC (when appropriate), school-based, and district level stakeholders will examine evaluation data to determine the success of the professional learning. 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, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC
Spring 2017

INSTRUCTIONAL LEADERSHIP

COMPONENT NUMBER: 7-517-002

Function: 7 – Management/Leadership/Planning
Focus Area: 517 – Instructional Leadership School Level
Local Sequence Number: 002

POINTS TO BE EARNED: MINIMUM 6/MAXIMUM 60

DESCRIPTION:

This professional learning is designed to provide participants with research-based information, best practice and specific resources and examples related to school instructional leadership.
The professional learning addresses the processes for working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments and recruiting, retaining and developing an effective and diverse faculty and staff. In addition, the professional learning will include structuring and monitoring a school learning environment that improves learning for all of Florida's diverse student population.

LINKS 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 leadership practice: Student Achievement
- ☒Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5, 3.4.7

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Analyze data for instructional planning and improvement.
2. Assess faculty instructional proficiency needs using multiple indicators of effectiveness
3. Assist in the development and oversight of appropriate high quality and aligned formative and interim assessments
4. Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize or eliminate achievement gaps.
5. Ensure the appropriate use of high-quality formative and interim assessments aligned with adopted standards and curricula.
6. Establish, communicate, and monitor a compelling vision to guide and unify a school
7. Establish/reinforce a culture of high expectations for students
8. Evaluate, monitor and provide timely feedback to faculty on the effectiveness of instruction.
9. Explain the relationships among academic standards, effective instruction and student performance.
10. Focus on student growth and closing of achievement gaps for all student subgroups
11. Generate 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.
12. Identify elements of the school culture that impact the quality of teaching and learning in the school and the impact on the community it serves
13. Identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement and the use of instructional technology.
14. Identify the components of a college and career readiness school culture.
15. Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction.
16. Initiate and support continuous improvement processes focused on the students' opportunities for success and well-being.
17. Locate and identify curriculum resources to support the alignment of the taught and tested curricula.
18. Monitor and provide ongoing feedback on the quality of the learning environment.
19. Provide adequate material supports to facilitate professional learning throughout the school and the school year
20. Provide feedback to teachers that is timely, specific, and clearly indicates what the teacher needs to continue, improve, or discontinue
21. Provide opportunities for teachers to improve their ethical/professional practice
22. Provide resources and time and engage faculty in effective individual and collaborative professional learning throughout the year.

23. Recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.
24. Support continuous improvement processes focused on students' opportunities for success and well-being
25. Support the effective alignment of state academic standards and inspect lessons for rigor and relevance through direct observation
26. Use data as a driver of continuous improvement in teaching and learning

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice
WHAT will occur during this professional development component delivery?
Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW will the experiences be provided to participants during the delivery?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES to be included in participant implementation agreements:
Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and support will enable participants to receive feedback regarding implementation efforts. When applicable, school administrators, coaches or mentors, and district staff will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation goals.

Monitoring Procedures: Ongoing feedback will be provided to participants through the support system established for this professional learning; feedback reports on implementation are shared with appropriate leaders; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

Who will use the evaluation impact data gathered?

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 regarding needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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:

What evaluation data address the 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.

What evaluation data address the 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

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.

Developed by NEFEC Summer 2019

INSTRUCTIONAL MATERIALS EVALUATION

Component Number: 8-514-002

Function: 8 –
Focus Area: 514 –
Local Sequence Number: 002

Points to Be Earned: Minimum 5 (face-to-face and implementation)/Maximum 60

DESCRIPTION:

To improve the selection of high-quality instructional materials to be adopted during the FLDOE Instructional Materials Adoption Cycle, educators and other stakeholders will receive professional learning on the evaluation procedures and process.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Mastery of a specific instructional practice: Click here to enter text.
- ☒Multi-tiered System of Supports (MTSS)
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☐	☒ 2.1.3	☒ 3.1.1, 3.1.4, 3.1.5
Learning	☒ 1.2.1, 1.2.5	☒ 2.2.1, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.5, 3.2.6,
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	3.2.8
Evaluating	☒ 1.4.2	☒ 2.4.2	☒ 3.3.1, 3.3.3
			☒ 3.4.5, 3.4.6

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Develop a working knowledge of the instructional materials (IM) rubric indicators
2. Evaluate the instructional materials using the IM rubric criteria for:
   a. content alignment to BEST Standards
   b. teacher supports and pedagogy
   c. design and usage
3. Rate the instructional materials, during evaluation, using the IM rubric indicators (criteria)
4. Compare and contrast instructional materials from the selection of publisher products being evaluated

5. Collaborate with team members to identify high-quality instructional materials best suited for district student population
6. Attain a group consensus on the final selection of high-quality instructional materials, and be prepared to defend the decision

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Code: D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

Impact data will inform decisions with regard to needed additional professional learning based upon reflective opportunities.
Through school and district instituted support of data reflection, 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.

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:

WHAT EVALUATION DATA ADDRESS THE 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.

WHAT EVALUATION DATA ADDRESS THE QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development district administrators will review Instructional Materials Rubric Indicator Data Collection. Quality of professional development is also addressed by the following:

- Indicator descriptor entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate

WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine data to determine the success of the PD.

Developed by
NEFEC Summer 2020

INTEGRATING STANDARDS ALIGNED INSTRUCTION ACROSS THE TIERS (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-415-001

Function: 2
Focus Area: 415
Local Sequence Number: 001

POINTS TO BE EARNED: 15

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Problem Solving and Response to Intervention Project at the University of South Florida as an online learning experience. This course outlines how educators can link the Florida Standards, Florida's Multi-tiered System of Supports (MTSS), and Universal Design for Learning (UDL), together to help every student experience academic success and full inclusion in the educational process. It will present effective and efficient strategies to ensure that all instruction, regardless of the tier of delivery, is aligned with the scope, sequence, and pacing of instruction in Tier 1 and is aligned with grade-level standards. The course contains many resources and references to provide more information, examples or models and tools that can be used in one's own educational setting.

LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- ☒Assessment and tracking student progress
- ☒Continuous Improvement practices
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Multi-tiered System of Supports (MTSS)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Non-Classroom Instructional staff proficiencies support student success
- ☒Organizational leadership proficiencies (as per FPLS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.2, 2.2.3,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☒ 1.4.2	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
☒Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- It is necessary to have both the skills and the aspirations to fully understand and apply strategies and professional behaviors that facilitate standards-aligned instruction and assessment across the MTSS tiers in all content areas.

- It is critical for every educator to develop the knowledge, skills, attitudes, and behaviors (practices) to ensure instruction and assessment is delivered across all tiers aligned with the scope, sequence, and pacing of instruction in Tier 1 and within grade-level standards.
- It is essential to use Universal Design for Learning to ensure that all children have the ability to access and meet the Florida Standards, to hold every student to high academic standards, and to encourage these practices in others.
- Responsibility for learning is shared within a learning community through collaborative planning.
- Essential needs of all students include availability of equitable instruction.
- Transferability of learning is maximized when standards-aligned instruction across tiers is collaboratively planned.
- Responsibility for discerning the expectations of the standards is shared within the classroom between the teacher and students.
- Understanding universal education as integrating standards across tiers through a backwards design begins with desired results.
- Prioritizing standards-aligned criteria for data-driven instruction across tiers begins with determining desired outcomes, and this process drives considerations of assessment evidence during the initial stages of instructional design.
- Translating standards aligned criteria into assessment evidence is accomplished through close analysis of data of, for and as learning takes place and examination of how this is being translated across the tiers.
- The student role in data-driven instruction across tiers is one of direct participation, and during the process of instructional design educators assist students by planning effective processes of including them, including formulating plans on how to effectively respond to cues provided from instruction that is taking place.
- Leveraging standards-aligned instruction across the tiers creates an environment that facilitates the learning of all students.
- Interventions, supports, scaffolds, and accommodations can be integrated within learning experiences to strengthen them.
- Flexible design provides opportunities for all students to access standards-aligned instruction across the tiers.

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, develop reflections by completing the performance-based assessment questions, and pass a final assessment with at least 80% accuracy.

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will also be required to complete written reflections as a part of the performance-bases assessment questions.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the performance-based assessment and a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: ELECTRONIC, NON-INTERACTIVE

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options for participants to choose from. The first option consists of a targeted observation and feedback meeting with an administrator, coach, or mentor teacher to share evidence from the required Performance Based Assessment – Case Study. The second is the participation in a professional leaning community (PLC) that meets to discuss the objectives and reflection questions provided. Or the third which is the creation of a written, video, or audio reflection in response to the unit-specific Performance Based Assessment – Case Study sections.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.
Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also

inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019
Departments: FDLRS, Professional Learning and Development, NEFEC
Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

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	☒ 1.1.1	☐	☒ 3.1.5., 3.1.7.
Learning	☒ 1.2.5	☒ 2.2.5,	☒ 3.2.5
Implementing	☒ 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Establish a current and accurate knowledge base about students with disabilities required to effectively contribute to integrated services for all students.
- Accurately define the meaning of inclusive schools and describe, from a student services perspective, how to make a meaningful impact.
- Explain the necessity of contributions of student service professionals to a collaborative, integrated school culture for student success.
- Explain how to integrate student services expertise to provide effective leadership at the school and district levels to benefit all students, including those with disabilities.
- Recognize the important contributions that student service professionals make to school-based problem-solving teams to ensure every student succeeds.

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

- WHAT will occur during this professional development component delivery?

Participants will be responsible for completing a thorough review of all course content. Through independent study, they will complete a pre-assessment, review websites 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: 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.

Spring 2019. Updated 2021 to add Integrating to Title
Departments: FDLRS, Professional Learning and Development, NEFEC
Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

ADMINISTRATIVE TEAM MEETINGS _____

TEAM WORK: Clean delineation of duties and give the leader the power to act on decisions.
Delegate, Delegate, Delegate

School Safety and Protocols: Lock Boxes, Officer will stay on campus ,
SRO will have a master key, LOCKED DOORS at ALL times. Adding guardians,
SRO and admin checking for locked doors.
September 14th Active Assailant Assailant training at BCMS and Reunification

Substitute Expenditures

Discipline Best Practices: Notebook/Composition Notebook
If you call for advice please quick report on outcome
Deal with things in a timely manner. Use your wisdom and discernment
It is ok to explain progressive discipline for students and staff. You can explain that you will handle the situation swiftly and firmly if needed. Parents just want to be heard and know that the situation is handled many times.
RETURN CALLS as quickly as possible. You now have more HELP

Attendance Court is back.

Evaluations discussion

Goals for Next Year

LANGUAGE ARTS CONTENT

COMPONENT IDENTIFIER NUMBER: 1-008-001

Maximum Inservice Points: 120

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. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate 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 state 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.

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
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,A3

LANGUAGE READING CONNECTION (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-409-001

Function: 2
Focus Area: 409
Local Sequence Number: 001

POINTS TO BE EARNED: 10

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the RtI Teaching Learning Connections Project at the University of Central Florida as an online learning experience. This course provides a professional development opportunity for school-based Speech Language Pathologists (SLPs). The course provides SLPs with in-depth information, opportunities for practice and application and resources to assist them in performing their role in reading intervention for elementary level students, specifically in the areas of vocabulary and comprehension.

LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- ☒Assessment and tracking student progress
- ☒Continuous Improvement practices
- ☒Instructional design and lesson planning
- ☒Multi-tiered System of Supports (MTSS)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Non-Classroom Instructional staff proficiencies support student success

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5
Learning	☒ 1.2.2, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3., 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

a. Identify special education legislation that impacts the work of SLPs in schools.
b. Recall Florida legislation that impacts reading.
c. Explain how the roles and responsibilities of school-based SLPs have evolved.
d. Discuss the process of using assessment data to make instructional decisions.
e. Describe Multi-Tiered Systems of Supports (MTSS) and the problem-solving process.
f. Name and explain various methods of assessment used in Florida.
g. Relate the SLP's role in the processes of assessments and intervention.
h. Recall research on literacy and children who are at risk for reading difficulties.
i. Define Florida's Formula for Reading Success.

j. Name and define the six essential components of reading instruction recognized in Florida.
k. Name and define the five components of language.
l. Describe intervention strategies for developing phonological awareness.
m. Describe intervention strategies for developing for oral Define the word, *vocabulary*.
n. Recall the frequency of word acquisition in young children, noting the "word gap."
o. Explain the three vocabulary tiers identified by Isabel Beck, et al.
p. Identify strategies to help children build and utilize their vocabulary.
q. Relate examples of tools that can help children increase their vocabulary.
r. Name and define the components of language comprehension.
s. Explain why comprehension is a complex task.
t. Describe several strategies used by readers to comprehend text.
u. Relate the principles of reciprocal teaching, citing best practices for reading comprehension.
v. Relate the role of the SLP as literacy collaborator.
w. Identify benefits and challenges in collaboration.
x. Pinpoint roadblocks for collaboration and generate solutions.
y. Recall models of service delivery.
z. 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

LESSON STUDY

COMPONENT NUMBER: 2-507-001

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 507 – Leadership Skills/Communication/Critical Thinking
Local Sequence Number: 001

POINTS TO BE EARNED: MAXIMUM 120

DESCRIPTION

Participants will be exposed to and practice the tenets of Lesson Study (collaboratively plan a research lesson, teach, observe, revise, and share) to improve the quality of instruction and student learning as evidenced through improved student achievement. The learning is fostered by professional development that is grounded in actual classroom practice and is heavily focused on collaborative research lesson design, peer observation, group conferencing, the sharing of best practices, lesson plan revision and implementation, and activities for student learning evaluation.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Mastery of a specific instructional practice: Lesson Design

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.1.3
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	☒ 2.2.1	☒ 3.2.1
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.3

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. Build a collaborative school-based structure in which learning is educator-centered and job-embedded
2. Utilize various protocols in the implementation of Lesson Study meetings
3. Practice self-reflection and invite heightened awareness of learners' needs
4. Share standards-based strategies in shifting from a teacher-centered classroom to a learner-focused classroom
5. Design structure so that educators become co-learners, co-planners, co-producers, and co-evaluators as they research, design, implement, and continually refine their lessons

6. Develop and revise student-centered lessons that require higher-order thinking, have applications beyond the classroom, and have concrete, measurable outcomes
7. Articulate what they would like students to know and be able to do as a result of the research lesson
8. Design a research lesson to achieve the learning goals
9. Design a data collection plan to document evidence of student learning during the research lesson to see how selected students' learning progressed, or failed to progress, over the entire lesson
10. Observe a team member teach the research lesson and collect data
11. Utilize various observation tools to collect data on areas such as teacher actions, student responses and actions, and implementation of effective teaching strategies including differentiation, integration of technology, and others
12. Discuss the data and student progress toward learning goals and how the entire experience supported or interfered with learning
13. Evaluate the effectiveness of Lesson Study implementation utilizing student performance data and teacher observation data
14. Document the Lesson Study including what the team learned from planning, teaching, observing, and discussing the research lesson; include what participants gained from using the Lesson Study process
15. Record and share work with colleagues and others

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice
WHAT will occur during this professional development component delivery:

1. Participants will be exposed to and practice the basic tenets of Lesson Study as a form of classroom inquiry
2. Participants will form a team composed of 3-6 instructors
3. Participants will understand each of the components that are used to design an effective lesson; lesson will be designed based on research about how students learn and best instructional practices
4. Teams will collaboratively develop learning goals and design the research lesson to achieve them
5. One team member will teach the designed research lesson while others observe and collect data
6. Teams will participate in a post-lesson colloquium to analyze the data and revise the research lesson based on information about student learning and instructional practices
7. Teams will document the lesson study and disseminate their work with colleagues

HOW the experiences will be provided to participants during delivery:
Face-to-face delivery
Collaborative practice in learning communities
Online coursework, when available
Blended content delivery, as appropriate
Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

1. Attend and participate in professional learning community/lesson study meetings, as scheduled
2. Attend face-to-face training, as appropriate
3. Deliver and/or observe research lesson after participating in its design
4. Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
5. When appropriate, participate in NEFEC Professional Learning Support (NPLS) by engaging in collaborative conversation with colleagues, providing feedback on research lessons designed by peers, and critically reflecting on instructional practice, as appropriate
6. Implement the Lesson Study design in successive lesson plans and share work with colleagues

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning
Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content for use in classrooms. In addition, school administrators will routinely review meeting notes to provide support and resources as identified by team members to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.
Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; Participation and implementation progress shared with district personnel

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 Methods for Staff Code: A -- Changes in Instructional Practice
Evaluation Methods for Students Code: D – Observation of Student Performance
Who will use the evaluation impact data gathered?
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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

- What evaluation data addresses value of the PD design?

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.

- 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

- Who will use these aspects of PD evaluation data?

NEFEC (when appropriate), school-based, and district level stakeholders will examine evaluation data to determine the success of the professional learning. 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, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC Spring 2016

MATHEMATICS CONTENT

COMPONENT IDENTIFIER NUMBER: 1-009-001

Maximum Inservice Points: 120

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:
Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
Demonstrate a breadth of subject matter knowledge that enables students' to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
Maintain currency in regard to changes in the subject field.
Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
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
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,A3

MEDIA CONTENT

COMPONENT IDENTIFIER NUMBER: 8-407-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Florida Standards into Media Content.

SPECIFIC OBJECTIVES

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

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, discarding, and purchasing up to date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

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
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

MENTAL HEALTH SERVICES

COMPONENT NUMBER: 5-414-001

Function: 5 – Classroom Management
Focus Area: 414 – Mental Health Services
Local Sequence Number: 010

POINTS TO BE EARNED: MINIMUM 6/MAXIMUM 60

DESCRIPTION

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

LINKS TO PRIORITY INITIATIVES

- ☒ Continuous Improvement practices
- ☒ 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: Safe and Healthy Schools

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.3	☒ 3.1.1, 3.1.3, 3.1.5, 3.1.7
Learning	☒ 1.2.1, 1.2.3, 1.2.4	☒ 2.2.3, 2.2.4	☒ 3.2.3, 3.2.4, 3.2.8
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.2, 2.4.3	☒ 3.4.1, ☒ 3.4.3, 3.4.6

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

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

1. Demonstrate knowledge, understanding, and application of the district *Mental Health Assistance Plan.*
2. Demonstrate knowledge and understanding of the multi-tiered support system used to deliver evidence-based mental health care to students needing services.
3. Identify characteristics of students at risk of suicide, mental health crisis, or substance abuse.

4. Describe the relationship between a healthy lifestyle, positive coping skills, and improved mental health.
5. Develop individual prevention and intervention skills and school-wide approaches appropriate for crisis situations, including suicide prevention.
6. Describe the relationships between mental health issues, substance abuse, bullying, suicide, and other acts of violence.
7. Identify characteristics of grief, intervention skills, and referral sources for individuals who are grieving.
8. Identify characteristics of individual with co-occurring disorders.
9. Demonstrate an understanding of the stages and roles family members typically experience within an alcoholic/drug dependent or mentally ill family.
10. Identify steps and strategies for coping with stress.
11. Develop techniques for breaking down bias and stereotypes while promoting respect for cultural diversity.
12. Identify local community agencies/organizations, which are resources for prevention, intervention, and treatment for substance use, violence and mental health issues, including suicide.
13. Describe healthy methods to manage mental health conditions including counseling, medication, relaxation techniques, nutrition, exercise, implementing positive coping skills and relapse prevention.
14. Identify healthy leisure activities to prevent substance abuse, violence, and to cope with stress.
15. Describe signs of distress, physical, emotional, or sexual abuse or neglect.
16. Describe methods to report incidents of abuse, substance abuse, bullying, violence, and suicidal ideation.
17. Know state legislation and district policies related to mental health issues.
18. Interpret data from a variety of sources as a means of a needs assessment or as an evaluation tool.
19. Design grade-level, age and developmentally appropriate mental health prevention lessons, which align with the National Health Education Standards, the Florida's Next Generation Sunshine State Standards, Risk and Protective Factors, and meet "best practices" in the field.
20. Identify effective strategies and "best practices" to address mental health issues, including suicide prevention.
21. Recognize the importance of parental involvement in mental health prevention, intervention and treatment.
22. Discuss techniques for increasing parental involvement in mental health activities.
23. Model effectively the teaching of a mental health prevention lesson.

24. Design and demonstrate the use of measurement instruments, including rubrics, tests, and surveys.
25. Develop a variety of assessments to show mastery of the standard(s), including tests, finished products, and common assignments.
26. Connect and align the mental health prevention and intervention into other District initiatives.
27. Discuss the importance of including representatives from a cross section of the school's population on the school-based team.
28. State the responsibilities of school-based teams.
29. Design forms necessary to collect appropriate data to refer students.
30. Recognize behaviors, which can be experienced when team members meet with parents of a referred student.
31. Demonstrate procedures for identifying and providing assistance to students suspected of substance use.
32. Demonstrate an understanding of how to articulate various methods for implementation of new mental health and suicide prevention and intervention vocabulary and pedagogy into classroom instruction.
33. Demonstrate the ability to motivate all students to use critical thinking skills strategies.
34. Demonstrate an understanding of how to meet the needs of learners at ALL levels by content, process, and product delivery.
35. Incorporate appropriate strategies within written lesson plans and deliver instruction accordingly.

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice
WHAT will occur during this professional development component delivery:
Educators will:

1. Participate in discussions based on instructor's presentation
2. Discuss and apply research-based practices
3. Engage in research for web-based resources
4. Research case studies
5. Create collaborative learning activities
6. Utilize collaborative practices within various contexts
7. Engage in activities that use interactive technology

HOW the experiences will be provided to participants during delivery:

1. Face-to-face delivery
2. Collaborative practice in learning communities

3. Online coursework, when available
4. Blended content delivery, as appropriate
5. Online support for instructional practice and critical reflection, as appropriate

POSSIBLE KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

- Attend face-to-face training, as appropriate
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate
- Other options include the following:
- Participate in implementation support planned by the district
- Complete implementation designed by the district
- Complete implementation designed by facilitator

IMPLEMENTATION/MONITORING PROCEDURES IMPLEMENTATION

Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content for use in classrooms. In addition, school administrators will routinely review meeting notes to provide support and resources as identified by team members to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress shared with district personnel.

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 Methods for Staff Code: A-Changes in Instructional Practice

Evaluation Methods for Students Code: A-Standardized Student Growth Measures, B-School/Teacher Constructed Growth Measures, C-Portfolios, D-Observation of Student Performance, F-Other Performance Assessment

Who will use the evaluation impact data gathered?

- 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 project based instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.
- Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data.

These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:
What evaluation data address the value of the PD design?
To evaluate the value of the PD design presented, an immediate evaluation form is either distributed as a document or accessed electronically. 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.

What evaluation data address the quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches and administrative staff will conduct informal observations and walk-throughs. Quality of implementation will also be evaluated using the following evidence*:

- Discussion board entries
- Alignment and quality of student artifacts
- Quality of teacher instruction (video, peer observation, other)
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Quality of participation in NEFEC Professional Learning Support

*Appropriate evidence will be determined by the method of implementation.
Who will use these aspects of PD evaluation data?

NEFEC (when appropriate), school-based, and district level stakeholders will examine evaluation data to determine the success of the professional learning. 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, teacher support colleagues, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Revised by NEFEC
Summer 2019

MENTORING

COMPONENT IDENTIFIER NUMBER: 7-507-004

Maximum Inservice Points: 120

GENERAL OBJECTIVES

To develop the participant's knowledge, skills and attitudes necessary to function as an effective mentor. To develop and demonstrate skills including but not limited to observation models, models of peer review, collaborative conferencing, effective feedback models, and reflective analysis of a teacher's professional practice in the role of mentor for early career teachers, struggling teachers, developing administrators and struggling administrators and coaches.

SPECIFIC OBJECTIVES

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

1. Demonstrate awareness of the generic teaching and/or administrative competencies and their application to support for early career teachers and other education professionals.
2. Identify standard and alternative means for documenting competencies, strategies for instruction, and/or administrative competencies providing support as needed.
3. Demonstrate knowledge and skill in the mentoring process as it applies:
    a. The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
    b. The participant will acquire skills in systematic observation of professional behaviors
    c. The participant will acquire skills in modeling effective strategies for instruction and/or administrative facilitation
    d. The participant will acquire skills in collaborative planning techniques
    e. The participant will demonstrate skills in planning and conducting post-observation conferences and/or providing informal feedback
    f. The participant will demonstrate the use and value of professional reflection in self-assessment in teacher training and professional development

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
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

MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT

(TO SATISFY THE REQUIREMENTS OF SENATE BILL 850)

COMPONENT NUMBER: 8-512-001

Function: General Support
Focus Area: School Improvement
Local Sequence Number: 001

POINTS TO BE EARNED: MINIMUM 6 /MAXIMUM 60

DESCRIPTION

Middle School instructional personnel and school administrators will be provided opportunities to gain knowledge in the following areas: code of student conduct, integrated digital tool instruction, competency-based instruction, classroom management, student behavior and interaction, extended learning opportunities for students, and instructional leadership.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Digital Learning/Technology Infusion
- ☒Evaluation system indicators/rubrics/components
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2	☒ 3.1.5
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	☒ 2.2.1	☒ 3.2.1
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1	☒ 3.3.2
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3	☒ 2.4.1, 2.4.2	☒ 3.4.3

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 focus on one or more of the following outcomes according to the middle school educators' need and purpose. Educators will:
Code of Student Conduct

1. Demonstrate knowledge about the climate of student behavior that is socially acceptable and conducive to the learning process and other tenets of the District Code of Student Conduct
2. Integrated CAPE Digital Tool Instruction
3. Demonstrate knowledge about selecting, using, and integrating a variety of technologies to optimize student use of 21st century digital learning resources

4. Demonstrate knowledge about the capabilities of a variety of tools that can be used to support instructional strategies to meet student needs in preparation for college and career

Competency-Based Instruction

5. Build a collaborative structure in which learning is student-centered and personalized
6. Share strategies in shifting from a focus on teaching to focus on learning
7. Demonstrate knowledge of a competency-based system focused on personalized learning, strong teacher-student relationships, flexible supports, and development of 21st century skills
8. Explore opportunities for subject area competency demonstrated by participation in alternative experiences including internships, community service, online learning, educational travel, and/or independent study

Classroom Management/Student Behavior and Interaction

9. Develop an effective classroom management system that has a positive impact on student achievement
10. Plan and align teacher actions that provide clear consequences for unacceptable behavior and teacher actions that recognize and reward acceptable behavior
11. Demonstrate knowledge of effective relationship-building strategies to build the quality of teacher-student relationships, thereby building an essential foundation for effective classroom management to support student learning

Extended Learning Opportunity for Students

12. Explore and provide extended learning opportunities for students that offer the acquisition of knowledge and skills through instruction or study outside the traditional classroom methodology including apprenticeships, community service, independent study, online courses, internships, performing groups, private instruction, and/or other opportunities
13. Build appropriate competency-based assessments to assess learning and grant credit for extended learning opportunities

Instructional Leadership

14. Demonstrate knowledge of effective instructional leadership that is learning-focused for both students and adults and is measured by improvement in instruction and in the quality of student learning
15. Demonstrate knowledge that instructional leadership resides with a team of leaders of which the principal serves as the "leader of leaders."
16. Demonstrate knowledge that instructional leadership focuses upon the effective management of resources and of people—recruiting, hiring, developing, evaluating—particularly in changing environments

LEARNING PROCEDURES (Methods)

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

Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, G-Structured Coaching/Mentoring, H-Implementation of High Effect Practice, or I-Job Embedded

WHAT

1. Participants will understand the district code of student conduct and demonstrate knowledge of its implementation
2. Participants will understand and be able to use a variety of appropriate tools for digital learning
3. Participants will be able to understand how to choose the appropriate digital resources to enhance learning
4. Participants will increase knowledge about competency-based instruction and explore alternative experiences including internships, community service, online learning, educational travel, and/or independent study
5. Participants will engage in the development of an effective classroom management system
6. Participants will practice relationship-building strategies to support student learning
7. Participants will explore extended learning opportunities for students and learn how to build competency-based assessments to measure learning to grant credit for these opportunities

HOW

Participants will attend face-to-face or online training and engage in collaborative learning experiences for one or more of the objectives above.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

Attend face-to-face or online training
Participate in Professional Learning Support by engaging in collaborative conversation with colleagues, providing feedback on units and lessons designed by peers, and critically reflecting on instructional practice

Levels of Implementation:
Level 1 – attend training and submit goal(s)/objective(s) and reflection of implication to practice (number of training hours)
Level 2 – participate in or direct collaborative discussion of one or more of the objectives at team meeting or other designated time for discussion and share resources (additional 4 points)
Level 3 – submit a lesson plan and student artifacts with reflection (additional 6 points)
Level 4 – submit a video of the implementation of lesson plan documented in Level 3 and participate in school/district-based feedback sessions or coaching sessions (additional 8 points)

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, or P-Participant Product
Implementation Support: School or District Onsite Support
Monitoring Procedures: Feedback reports on levels of implementation completed by participants and shared with school and district personnel; look-fors sent to school administrators

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 Methods for Staff Code: A-Changes in Instructional or Learning Environment Practices

Evaluation Methods for Students Code: D-Observation of Student Performance or G-Did Not Evaluate Student Outcomes

Who will use the evaluation impact data gathered?

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 instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

a. What evaluation data address the value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. The results of the evaluation are reviewed by the presenter, appropriate school instructional staff, and district stakeholders.

b. What evaluation data address the quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches and teacher support colleagues will conduct informal observations. Quality of professional development is also addressed by the following:

Degree of participation during collaborative opportunities

Quality of participation during collaborative opportunities

Alignment and quality of student artifacts that participants submit in tiered level of support

Quality of instruction that teachers demonstrate

c. Who will use these aspects of PD evaluation data?

School-based and 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 when appropriate. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC
Spring 2017

MONITORING AND EVALUATION OF ASSESSMENT

COMPONENT IDENTIFIER NUMBER: 4-401-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

1. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment
2. Modify instruction based upon assessed student performance
3. Summarize results of pre-assessments based on precise learning goals
4. Summarize results of formative assessments based on precise learning goals
5. Summarize results of summative assessments based on precise learning goals
6. Maintain observational and anecdotal records to monitor students' development
7. Evaluate students' achievement against standards and criteria rather than a comparison with other students
8. Evaluate how well the learning outcomes of units have been achieved by students and reveal practices in teaching, learning, and assessment that may need review
9. Prepare and use reports of students' assessment results
10. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand
11. Employ performance-based assessment approaches to determine student's performance of specified outcomes
12. Assist students in maintaining portfolios of individual work and progress toward performance outcomes
13. Guide self-assessment by students and assists them in devising personal plans for reaching the next performance level
14. Increase transparency in assigning the grades that students earn for their work (rubrics, checklists, etc.) by clearly articulating the criteria and standards used to judge the quality of students' work
15. Provide effective feedback to students about the quality of their work and what they need to do to improve future results

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
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, 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	☒ 1.1.1	☐	☐
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3.
Implementing	☒ 1.3.1	☒ 2.2.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Understand the context for an MTSS.
- Understand foundational concepts of an MTSS.
- Understand the conceptual underpinnings of MTSS.
- Understand the critical components of Tier 1, Tier 2, and Tier 3.
- Identify issues critical to the implementation of an MTSS.
- Know the four steps of the problem-solving process.
- Understand and recognize the logic of the four steps of the problem-solving process within the tiered levels of support.

- Be able to apply the four steps of the problem-solving process within the tiered levels of support.
- Understand how special education relates to an MTSS.
- Know the evaluation process for disabilities within an MTSS.
- Understand Specially Designed Instruction (SDI) and how SDI is provided within MTSS.
- Apply the foundational concepts and critical components of a 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 for completing a thorough review of all course content. Through independent study, they will complete a pre-assessment, review websites 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 address the 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 address the 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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

COMPONENT IDENTIFIER NUMBER: 8-415-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide the participants the opportunity to increase knowledge about an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

SPECIFIC OBJECTIVES

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

1. Demonstrate knowledge of the components of the problem-solving process and the data-based problem-solving model.
2. Define the purposes and delivery of instruction in Tiers 1, 2, and 3.
3. Demonstrate knowledge about differentiation in Tiers 1, 2, and 3.
4. Demonstrate knowledge about assessments in Tiers 1, 2, and 3 and their use for guiding problem-solving and alignment with evidence-based instructional practices.
5. Identify the basic types of fidelity for districts and schools to support and/or integrate into instruction and intervention.
6. Identify strategies that can be used at district and school levels to increase the probability that appropriate levels of fidelity occur when designing and implementing evidence-based instruction and interventions for students.
7. Demonstrate ability to assess effectiveness of instruction/intervention.
8. Define the critical elements of the district and school infrastructure that must be in place to implement and sustain MTSS.
9. Identify the skills and activities that best define the role of coaching within a MTSS.
10. Identify the sets of skills required of a principal and what activities best define the role of a principal.
11. Discuss the elements of the program evaluation model.
12. Demonstrate understanding of the involvement of all stakeholders for successful development, implementation, and evaluation of the MTSS process.

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 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,B

MULTICULTURAL SENSITIVITY

COMPONENT IDENTIFIER NUMBER: 2-412-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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

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 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 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

NEW TEACHER ORIENTATION/SURVIVAL TRAINING

COMPONENT IDENTIFIER NUMBER: 2-007-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

Participants will be introduced to their school district.

SPECIFIC OBJECTIVES

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

1. Participants will acquire knowledge of the respective school district, and be introduced to requirements of state law, DOE rules and district policies as set forth in the district New Teacher Orientation Plan.
2. Participants will acquire knowledge about their district's New Teacher Orientation Plan, understand the role of the Peer Teacher, and learn about other requirements of a teacher new to the district.
3. Demonstrate awareness of the appeal process.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,I,J
Implementation Methods: M,O,P,R,S
Evaluation Methods: A,C,D,E,F,G
FEAP: B1,B2

OFFICE/CLERICAL SUPPORT

COMPONENT IDENTIFIER NUMBER: 8-509-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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

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 participants.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the goals of BluePrint 2000 and the ongoing process of school improvement.

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,R,S,T
Evaluation Methods: Staff - A,C,D,E,G Student - G,Z
FEAP: B1,B2

ORGANIZATIONAL LEADERSHIP

COMPONENT NUMBER: 7-507-011

Function: **7** – Management/Leadership/Planning
Focus Area: **507** – Leadership Skills/Communication/Critical Thinking
Local Sequence Number: **011**

POINTS TO BE EARNED: MINIMUM 6/MAXIMUM 60

DESCRIPTION:

This professional learning is designed to provide participants with research-based information, best practice and specific resources and examples related to school organizational leadership.
The professional learning addresses the processes for employing and monitoring a decision-making process that is based on vision, mission and improvement priorities using facts and data and practicing 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. Included in the professional learning are methods for managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment and actively cultivating, supporting, and developing other leaders within the organization.

LINKS 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 leadership practice: Student Achievement
- ☒Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5, 3.4.7

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Define problems and identify solutions
2. Empower others and distribute leadership when appropriate.
3. Evaluate decisions for effectiveness, equity, intended and actual outcome, implement follow-up actions and revise as needed.
4. Explain the importance of being fiscally responsible and the effective allocation of financial resources to address priority needs at the school
5. Identify and cultivate potential and emerging leaders.
6. Identify elements in the school that are safe, respectful, inclusive and student-centered, and recommend improvements where needed
7. Involve others as appropriate to solve problems
8. Plan for succession management in key positions.
9. Prioritize decisions based on how they affect teaching and learning
10. Prioritize decisions that impact the quality of student learning and teacher proficiency.
11. Promote teacher-leadership functions focused on instructional proficiency and student learning.
12. Use critical thinking and problem-solving techniques to define problems and identify solutions.
13. Maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning.
14. Use effective technology integration to enhance decision-making and efficiency throughout the school.
15. Develop sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.
16. Recognize the elements of effective school management and how to develop plans to address inadequacies
17. Organize time, tasks and projects effectively with clear objectives and coherent plans
18. Establishes appropriate deadlines for him/herself and the entire organization
19. Manage schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development
20. Demonstrate how to be fiscally responsible and maximize the impact of fiscal resources on instructional priorities.
21. Actively listen to and learn from students, staff, parents, and community stakeholders
22. Recognize individuals for effective performance

23. Communicate student expectations and performance information to students, parents, and community
24. Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school
25. Create opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues
26. Utilize appropriate technologies for communication and collaboration
27. Ensure faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

Participate in discussions based on instructor's presentation
Discuss and apply research-based practices
Engage in research for web-based resources
Research case studies
Create collaborative learning activities
Utilize collaborative practices within various contexts
Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and support will enable participants to receive feedback regarding implementation efforts. When applicable, school administrators, coaches or mentors, and district staff will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation goals.

Monitoring Procedures: Ongoing feedback will be provided to participants through the support system established for this professional learning; feedback reports on implementation are shared with appropriate leaders; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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 regarding needed additional professional learning based upon reflective opportunities.
Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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:

WHAT EVALUATION DATA ADDRESS THE 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.

What evaluation data address the 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

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.

Developed by
NEFEC Summer 2019

OTHER CONTENT AREAS

COMPONENT IDENTIFIER NUMBER: 1-007-001

Maximum Inservice Points: 120

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. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject filed 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.

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
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,A3

PARENT INVOLVEMENT & COMMUNICATION

COMPONENT IDENTIFIER NUMBER: 8-413-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Sunshine State Standards into Parent Involvement & Communication Content.

SPECIFIC OBJECTIVES

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

1. Utilize effective methods when communicating with parents verbally and written form.
2. Maintain currency in regard to changes in the subject field.
3. Demonstrate strategies that engage parents in their child's education.

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
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

PHYSICAL EDUCATION CONTENT

COMPONENT IDENTIFIER NUMBER: 1-011-004

Maximum Inservice Points: 120

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:
Understand and communicate the knowledge that physical activity promotes health and to that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
Demonstrate knowledge of the National Standards for Physical Education.
Understand and demonstrate understanding and respect for differences among people in physical activity settings.

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
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,A3

PLANNING AND ORGANIZATION

COMPONENT IDENTIFIER NUMBER: 7-404-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the ability to plan, implement, manage and evaluate effective instruction.

SPECIFIC OBJECTIVES

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

1. Develop student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.
2. Integrate student performance and outcomes into lesson designs and delivery strategies.
3. Plan activities to promote student achievement at a high standard.
4. Provide instruction to enable every student to meet the performance required of students in Florida public schools.
5. Provide instruction in effective learning procedures, study skills, and test- taking strategies.
6. Plan and implement activities that utilize a variety of support and enrichment activities and materials.
7. Provide opportunities for students to access and interpret information from multiple sources, e.g., library media center use, multiple electronic sources.
8. Manage classroom and school resources and assists students to fully use the resources available to them.
9. Modify the visual and physical environments to correspond with the planned learning activity, lesson content, and needs of all students.
10. Plan and manage activities that engage students in learning activities and employs strategies to re-engage students who are off task.
11. Provide for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.
12. Plan and implement approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Plan for representing concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Adjust instruction based upon reflection of his/her own practice.
15. Cooperatively work with colleagues in planning for instruction.
16. Plan for the utilization of community resources in classroom activities, e.g., world of work, civic leaders, and fine arts.

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
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

POLICIES AND PROCEDURES

COMPONENT IDENTIFIER NUMBER: 8-410-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVE

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

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
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

PRESCHOOL/CHILDCARE

COMPONENT IDENTIFIER NUMBER: 2-012-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

1. Knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Knowledge of child growth and development.
4. Ability to use developmentally appropriate early childhood curricula.
5. Avoidance of income-based, race-based, and gender-based stereotyping.
6. 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. Knowledge of Model Family Literacy Programs.
8. Strategies for interagency coordination.

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,F,G,I
Implementation Methods: M,N,O,P,R,S
Evaluation Methods: Staff - A,C,D,E,F,G Student - F,G,Z
FEAP: A1,A2,A3,A4,B1

PROFESSIONAL – ETHICAL BEHAVIOR LEADERSHIP

COMPONENT NUMBER: 7-507-012

Function: **7** – Management/Leadership/Planning
Focus Area: **507** – Leadership Skills/Communication/Critical Thinking
Local Sequence Number: **012**

POINTS TO BE EARNED: MINIMUM 6/MAXIMUM 60

DESCRIPTION:

This professional learning is designed to provide participants with research-based information, best practice and specific resources and examples related to school leadership and professional and ethical behavior. The professional learning addresses effective school leaders demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader.

LINKS 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 leadership practice: Student Achievement
- ☒Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5, 3.4.7

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Adhere 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.
2. Identify violations in the Code of Ethics and understand appropriate actions to take when violations of the Code occur
3. Demonstrate resiliency by staying focused on the school vision
4. React constructively to adversity and barriers to success
5. Manage disagreement and dissent with leadership
6. Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community
7. Engage in professional learning that improves professional practice in alignment with the needs of the school system
8. Demonstrate willingness to admit error and learn from it
9. Demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback.
10. Bring together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)
Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and support will enable participants to receive feedback regarding implementation efforts. When applicable, school administrators, coaches or mentors, and district staff will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation goals.
Monitoring Procedures: Ongoing feedback will be provided to participants through the support system established for this professional learning; feedback reports on implementation are shared with appropriate leaders; participation and implementation progress is shared with district personnel.
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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities
Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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 regarding needed additional professional learning based upon reflective opportunities.
Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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:

What evaluation data address the 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.

What evaluation data address the 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

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.

Developed by NEFEC Summer 2019

PROFESSIONAL LEARNING COMMUNITIES

COMPONENT IDENTIFIER NUMBER: 7-507-006

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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: schoolwide, grade-levels or departments, book studies, other
3. Identify the steps for setting up a professional learning community
4. Develop an action plan for setting up a professional learning community
5. Critique action plans to identify the necessary characteristics for having an effective Learning Community within the school or district
6. Learn to develop and implement the following tasks within a professional learning community:
    a. demonstrate learning of professional learning teams to ensure that every staff member contributes and works interdependently to achieve a goal
    b. clarify intended outcomes within the teams
    c. demonstrate facilitation skills that provide support during team meetings
    d. recognize collaborative efforts that result in student gains and accomplishments of school goals
    e. discuss collective individual goals related to the alignment between school and district goals
    f. know the skills of reflective practice
    g. recognize/celebrate the accomplishments of individuals and groups
7. Participate as a member of a professional learning community

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

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

PROJECT-BASED LEARNING

COMPONENT NUMBER: 2-408-002

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 408 – Instructional Strategies
Local Sequence Number: 002

Points to Be Earned: Minimum 6 / Maximum 60

DESCRIPTION

Participants will be exposed to and practice the tenets of project-based, student-centered, self-directed instruction that challenges students to learn through engagement in a rigorous and relevant approach. The training is heavily focused on designing lessons, collaborating, critically thinking, and communicating. It is a format that simultaneously develops problem-solving strategies, disciplinary knowledge bases, and 21st century skills.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Collegial learning practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Lesson Design

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.3.3
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1	☒ 3.2.1
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.1.1, 2.1.2	☒ 3.4.1, ☒ 3.4.3

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. Build a collaborative structure in which learning is student-centered
2. Share standards-based strategies in shifting from a focus on teaching to focus on learning
3. Use the power of authentic problem solving to engage students and enhance their learning and motivation
4. Align tasks with real-world application
5. Design structure so that students and the instructor become co-learners, co-planners, co-producers, and co-evaluators as they design, implement, and continually refine their curricula

6. Foster collaboration among students
7. Promote effective reasoning and self-directed learning
8. Increase motivation for life-long learning
9. Effectively utilize technology to collaborate and design

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, D-Learning Community

WHAT

Participants will understand each of the components that are used to design an effective project-based learning lesson or unit of study
Participants will engage in an immersion experience designed to highlight differences between project-based learning and traditional instructional methods
Participants will build their own project-based learning lessons (units) to implement in the classroom and receive feedback from a project-based learning specialist
Participants will develop the skills and knowledge to deliver a project-based lesson

HOW

Participants will engage in face-to-face training along with online digital support for implementation and critical reflection of project-based learning (PBL) instructional practice

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

1. Attend face-to-face training
2. Participate in NEFEC Professional Learning Support (NPLS) by engaging in collaborative conversation with colleagues, providing feedback on lessons (units) designed by peers, and critically reflecting on instructional practice
3. Levels of Implementation are progressive and require completion of one before the next:

   Level 1 – attend training and submit goal(s)/objective(s) and reflection of implication to practice (6 points)
   Level 2 – participate in discussion board and share resources (4 points)
   Level 3 – submit a completed PBL lesson plan and student artifacts with reflection (6 points)
   Level 4 – submit a video of the implementation of lesson plan documented in Level 3 and participate in 1-to-1 virtual coaching with PBL specialists (8 points)
   Level 5 – develop and submit a PBL unit of study (up to 36 points depending on extent of unit development as determined by facilitator)

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: O-Collaborative Planning
Implementation Support: NEFEC Professional Learning Support (NPLS)
Monitoring Procedures: NEFEC Professional Learning Support; feedback reports on levels of implementation completed by participants and shared with district personnel; look-fors sent to school administrators

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 Methods for Staff Code: A-Changes in Instructional Practice

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

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 project-based instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. 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.

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 and teacher support colleagues will conduct informal observations.

Quality of professional development is also addressed by the following:

Discussion board entries

Quality of participation in the NEFEC Professional Learning Support

Alignment and quality of student artifacts that participants submit in tiered level of support

Quality of instruction that teachers demonstrate

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and 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, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC

Spring 2016

READING CONTENT

COMPONENT IDENTIFIER NUMBER: 1-013-001

Maximum Inservice Points: 120

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. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and 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.

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
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,A3

READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-100-018 (SWD) 2-100-029 (SWD Bankable)

2-013-005 (Reading) 2-013-009 (Reading Bankable)

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 toward both.

DESCRIPTION:

Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide participants with a better understanding of the characteristics of student reading challenges and the related instructional needs. It includes information intended to build the background knowledge and growth mindset of participants, so they are able to better meet the needs of students who face challenges with reading mastery.

LINK(S) TO PRIORITY INITIATIVES:

☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Instructional design and lesson planning
☒Instructional leadership (as per FPLS standards)
☒Learning environment (as per FEAPS standards)
☒Multi-tiered System of Supports (MTSS)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define the terminology commonly associated with reading disabilities.
- Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.
- Recognize the language and neurobiological basis of reading disabilities.

- Summarize current research on dyslexia.
- Explain how a multi-tiered system of supports identifies and supports students with reading difficulties/disabilities.
- Show an awareness of the four types of reading assessments.
- Describe how the problem-solving approach is used to determine the specific needs of students with reading disabilities.
- Use the progress monitoring process to engage data-based problem solving within a multi-tiered system of supports approach to serving students with a variety of reading difficulties and disabilities.
- Define what is meant by evidence-based instruction.
- Explain how to match evidence-based instruction to the instructional needs of individual students.
- Determine if and when a change in content or pedagogy is needed within an intervention.
- Consider alternative options for instruction as necessary.
- Describe the six elements of a structured literacy instructional approach/program.
- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Explain some practices and strategies of instruction that support students with reading disabilities.
- Define what is meant by universal design for learning and instruction (UDL).
- Define what is meant by assistive technology (AT).
- Access UDL and AT technology supports for your students with a variety of reading difficulties and disabilities.
- Relate the importance of integrating AT into evidence-based and structured literacy practices.

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and Teacher Toolkit reflection activities, view any included videos, and pass a final assessment with at least 80% accuracy.

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. As they work through the course participants will also complete Teacher Toolkit activities designed to assist them in the application of specific tools provided in the course. Other activities include the thorough review of selected resources and related activities.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Teacher Toolkit activities and a follow-up implementation activity designed as an application of course objectives.

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to participate in a professional learning community (PLC) with fellow educators in the school/district, participate in a PLC with fellow literacy leaders in the school/district or present what is learned in the course to a group of colleagues.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

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

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

- 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.

- 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

- 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

READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES

COMPONENT NUMBER: 2-100-019 (SWD) 2-100-030 (SWD BANKABLE)

2-013-002 (READING) 2-013-008 (READING BANKABLE)

Function: 2
Focus Area: 013**
Local Sequence Number: 002**

POINTS TO BE EARNED: Minimum 5 (face-to-face and implementation)/Maximum 120

*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 toward both.

DESCRIPTION:

Participants will develop an understanding of the characteristics of student reading challenges and the related instructional needs, to better meet the needs of students who face challenges with reading mastery. Participants will increase their knowledge and skills in recognizing and diagnosing reading problems; and identifying and implementing appropriate strategies, methods and materials to increase reading performance.

LINKS 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)
- ☒ Mastery of a specific instructional practice: Multisensory strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.1, 2.1.2, 2.1.4	☒ 3.1.2, 3.1.3, 3.1.4, 3.1.5,
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4, 1.4.5	☒ 2.4.2, 2.4.3, 2.4.4	☒ 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Understand the importance of scientifically based reading research.

2. Review current scientifically based reading research and research on reading disabilities.
3. Understand the stages of language and reading development and the associations with reading difficulties.
4. Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
5. Review the supporting research on the teaching of phonics.
6. Understand the goal of phonics instruction and the important role it plays in reading instruction for students experiencing persistent difficulty in reading.
7. Determine the reasons why students are dysfluent.
8. Examine the connection between proficient reading and reading fluency.
9. Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.
10. Review the research supporting vocabulary instruction.
11. Understand the importance of vocabulary instruction and the role it plays in the reading process for students experiencing persistent difficulty in reading.
12. Identify the levels of word knowledge.
13. Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
14. Understand how to choose words for instruction.
15. Identify the components of an effective vocabulary lesson.
16. Understand how to differentiate vocabulary instruction and increase explicitness by applying various instructional design principles and teacher delivery methods to vocabulary instruction.
17. List the skills, knowledge, and attitudes that are required for good reading comprehension.
18. Determine when comprehension instruction should begin.
19. Recognize student behavior that may interfere with accurate text comprehension.
20. Discuss the relationship between other areas of reading and comprehension.
21. Model examples of differentiation through explicit comprehension instruction.
22. Clarify how to differentiate comprehension strategy instruction for students with reading difficulties.
23. Contrast reading comprehension instruction with accommodating students in content-area classes.
24. Establish the importance of assessment for differentiating comprehension instruction.
25. Extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction that includes multisensory intervention strategies in phonological awareness, phonics, fluency, vocabulary, and comprehension.
26. Define the terminology commonly associated with reading disabilities.

27. Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.
28. Recognize the language and neurobiological basis of reading disabilities.
29. Explain how a multi-tiered system of supports identifies and supports students with reading difficulties/disorder.
30. Understand that meaningful differentiated instruction is based on student assessment data.
31. Review purposes, types, and models of reading assessment.
32. 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 disorder.
33. Examine core, intervention, or remedial curriculum materials according to the principles of systematic instructional design.
34. Define what is meant by evidence-based instruction.
35. Explain how to match evidence-based instruction to the instructional needs of individual students struggling with reading.
36. Determine if and when a change in content or pedagogy is needed within a reading intervention.
37. Consider alternative options for instruction as necessary.
38. Define the principles that can be used to differentiate instruction and make lessons more explicit for students with reading difficulties.
39. Describe the pedagogy that can be used to differentiate instruction and make lessons more intense for students experiencing reading difficulties.
40. Explain some practices and strategies of instruction (multisensory) that support students with reading disabilities.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
LEARNING METHODS CODE: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)
Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.
Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.
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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities
Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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:

- 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.

- 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

- 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.

Developed by NEFEC
Spring 2019

READING FOUNDATION SKILLS

COMPONENT NUMBER: 1-013-002

Function: 1
Focus Area: 013
Local Sequence Number: 002

POINTS TO BE EARNED: Minimum 5 (face-to-face and implementation)/Maximum 120

DESCRIPTION: Participants will increase their content knowledge of the foundation reading skills students must acquire to become proficient readers.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Continuous Improvement practices
- ☒ Mastery of a specific instructional practice: Reading components

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.1, 2.1.2, 2.1.4	☒ 3.1.2, 3.1.3, 3.1.4, 3.1.5,
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4, 1.4.5	☒ 2.4.2, 2.4.3, 2.4.4	☒ 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators 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 how the students' development of phonology, syntax, semantics and pragmatics relates to comprehending written language.
11. Understand the differences between social and academic language.
12. Understand that writing enhances the development of oral language.
13. Recognize the importance of English language learners' home languages, and their significance for learning to read English.
14. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
15. 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 (onset-rimes and phonemes).
16. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).
17. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
18. Understand that phonological units (words, syllables, onset-rimes and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
19. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
20. Understand structural analysis of words.
21. Understand that the components of reading fluency are accuracy, expression and rate which impact reading endurance and comprehension.
22. Understand the relationships among fluency, word recognition and comprehension.
23. Understand that both oral language and writing enhance fluency instruction.
24. Understand how writing influences the acquisition of foundation reading skills, phonological awareness, phonics, and fluency.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
LEARNING METHODS CODE: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)
Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.
Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.
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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities
Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.
Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.
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 address the 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 address the 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.
Developed by NEFEC Spring 2019

SCHOOL HEALTH AND SAFETY

COMPONENT IDENTIFIER NUMBER: 6-511-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively maintain a safe and orderly school environment.

SPECIFIC OBJECTIVES

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

1. Demonstrate ability to effectively establish and maintain discipline and order in the classroom and throughout all areas of the school campus while under their supervision.
2. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional and local perspective.
3. Demonstrate familiarity with the signs of trouble, abuse and unrest in students.
4. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats other type of information that may pose a threat to the overall safety of the school, personnel or students.
5. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the proper personnel or agencies within the community.
6. Demonstrate knowledge of the risk of infection from bloodborne pathogens and precautions to prevent exposure.
7. Demonstrate knowledge of applying and delivering emergency procedures (CPR, etc.)
8. Demonstrate knowledge of sexual health education including knowledge of STDs/HIV and teen pregnancy
9. Demonstrate knowledge of the development of action plans for sexual health education including services to students of different sexual orientations or gender identities
10. Demonstrate knowledge of district or school board policies regarding sexual health education
11. Demonstrate knowledge of the Florida Standards regarding referral services and reporting laws
12. Demonstrate knowledge about the scope of diseases and health concerns associated with tobacco use
13. Demonstrate knowledge about tobacco marketing towards children and refusal skills so that students may make healthy decisions concerning tobacco usage
14. Develop materials to be used in the instructional process including lesson plans to address student knowledge of tobacco use, disease and health impact on tobacco users, media and marketing influence targeting children, and refusal skills
15. Identify causes of adolescent suicide

16. Demonstrate knowledge of trends in demographics of suicide victims, high risk categories, and diagnostic signs
17. Name guidelines for dealing with suicidal death and its effect on family members and friends
18. Identify moral, legal, and ethical obligations for individual and/or organizational interventions
19. Develop an intervention plan to deal with potential suicidal tendencies
20. Identify appropriate mental health services and the referral process for students and families
21. Identify warning signs of bullying, prevention strategies, and how to appropriately respond to victims, bullies, and bystanders (those who observe bullying)
22. Identify warning signs of cyberbullying, prevention strategies, and how to appropriately respond to victims, bullies, and those who observe bullying
23. Demonstrate knowledge of current information and strategies to deal with the detection, prevention, and control of substance abuse
24. Demonstrate knowledge and awareness of child abuse (including child sexual abuse) and neglect: how to diagnose, make referrals, how and when to report, and how to implement prevention strategies
25. Demonstrate understanding of what may constitute student-to-student sexual harassment and how to recognize, report, and respond to allegations of unwelcomed sexual behavior
26. Demonstrate understanding of technology safety and security issues including how to protect young people in the world of electronic communication, technology exposures, the warning signs of potential technology-related abuse or misuse, proactive strategies for protection, and appropriate responses to technology-related abuse or misuse
27. Demonstrate knowledge of preventing injuries due to basic slip, trip, and fall exposures; identify strategies to prevent back injuries
28. Demonstrate knowledge of playground safety and how to properly supervise students during recess activities; identify guidelines for handling playground injuries and emergency situations
29. Demonstrate knowledge of general hazards that affect school employees and students on a routine bases, including hazards associated with chemicals
30. Identify effective strategies for preventing and appropriately responding to student fights

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
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: A2

SCHOOL IMPROVEMENT

COMPONENT IDENTIFIER NUMBER: 7-512-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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

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

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

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
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,B1

SCHOOL PRINCIPAL

COMPONENT IDENTIFIER NUMBER: 7-513-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

To provide training and learning opportunities for the continuous professional growth and development of school based managers (principals, assistant principals) in the competencies specified in the district approved HRMD plan, which have been identified as being necessary for effective school management.

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 Principal/Administrative Competencies specified in the district's approved HRMD plan.
2. Outline the steps required to complete this phase of the Principal Certification
1. Program.
2. Learn procedures for accurately documenting the Competencies.
3. Select appropriate documents to verify mastery of each specific competency.
4. Verbalize the respective roles that are expected for the supervising principal in relationship to the entry level administrator.
5. Complete a Professional Development Plan.
6. Complete other activities/requirements specified in the district's approved
7. HRMD plan.

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
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

SCHOOLS OF EXCELLENCE

COMPONENT IDENTIFIER NUMBER: 8-506-003

(Instructional Methodology/Faculty Development – School Improvement at the school level)

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to award instructional personnel from Schools of Excellence with inservice points to recognize their service at a designated School of Excellence.

SPECIFIC OBJECTIVE

Instructional personnel may substitute one 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.

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. Instructional personnel must work a minimum of ninety-nine (99) days to earn credit for one year of employment. The Schools of Excellence program was created by the 2017 Florida Legislature. Section 1003.631, Florida Statutes, requires the State Board of Education to designate a school as a School of Excellence if the school's percentage of possible points earned in its school grade calculation is in the 80th percentile or higher for schools comprised of the same grade groupings (elementary, middle, high, and combination) for at least two of the last three school years.

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

Learning (Delivery) Methods: I
Implementation Methods: N
Evaluation Methods: Staff- D Student-G
FEAP: A1, B1

SCIENCE CONTENT

COMPONENT IDENTIFIER NUMBER: 1-015-001

Maximum Inservice Points: 120

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. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate 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.

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
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,A3

SOCIAL STUDIES CONTENT

COMPONENT IDENTIFIER NUMBER: 1-016-001

Maximum Inservice Points: 120

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. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate 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.

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
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,A3

STATE INSTRUCTIONAL MATERIALS COMMITTEE

COMPONENT IDENTIFIER NUMBER: 8-514-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide educators who are selected as members to participate in a State Instructional Materials Committee (SIMC) to receive professional development credit after participating in a required Florida Department of Education training program.

SPECIFIC OBJECTIVES

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

- Complete a detailed application process for membership on the SIMC.
- Review and plan for participation in the training based on the Specifications Document including the Curriculum Frameworks and Florida Standards for a specific subject or course.
- Complete a two-day training with content in:
  - The adoption process
  - Instructional design for all learners including Exceptional Student
  - Education students and English Language Learners.
  - Evaluating instructional materials.
  - Relevant research on effective instructional materials.
  - Small group discussions and actual practice in evaluating instructional materials.
- Apply the training components by individually reviewing and evaluating each submission based upon the criteria presented by FLDOE.

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
Implementation Methods: M,N,P,R,S
Evaluation Methods: Staff - F (as defined by FLDOE) Student - Z
FEAP: B1

STEM CONTENT AND INSTRUCTION

COMPONENT NUMBER: 2-007-003

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 007 – Integrated Curriculum
Local Sequence Number: 003

Points to Be Earned: Minimum 6 (face-to-face and Level 1 implementation)/Maximum 72

DESCRIPTION

Participants will be exposed to and practice the tenets of STEM as an interdisciplinary approach through exploration, discovery, and problem solving. The learning focus will be on integrating STEM academic courses and developing student success skills using hands-on, student-centered activities that have real world applications. Grounded in classroom practices that capitalize on students' interests and experiences, the professional learning identifies and builds on what participants know and provides opportunities to engage in the practices of science, technology, engineering, and mathematics to investigate relevant questions about the world.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Lesson Design

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.3.3
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1	☒ 3.2.1
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.1.1, 2.1.2	☒ 3.4.1, ☒ 3.4.3

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. Build an integrated STEM lesson plan to engage students in tackling real-world issues through exploration, inquiry, and problem-solving experiences
2. Integrate curriculum to provide quality content knowledge through authentic STEM experiences; problem solving, engineering design, and subject area contents are all applied to address real social, economic, and environmental situations in the local and extended community

3. Use technology as an instructional tool for teaching and student learning
4. Design practical ways to conduct formative assessments for academic STEM content and student success skills that include evaluating changes in creativity, student attitude, student participation, classroom environment, teamwork skills, and communication skills
5. Focus on the integration of STEM Practices (mathematics, science, engineering, and technology practices) to deliver a student-centered approach for problem-solving, i.e., project or problem based learning, inquiry based learning, the 5E instructional model, and the engineering design process
6. Foster collaboration among students and educators

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, D-Learning Community

WHAT

- Participants will understand the elements of STEM integration
- Participants will explore various resources and instructional strategies to implement high quality STEM lessons and programs in their local settings
- Participants will begin to plan integrated STEM lessons and units for their classrooms, school, and/or districts

HOW the experiences will be provided to participants during delivery:

- Face-to-face delivery
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

POSSIBLE KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

1. Attend face-to-face training, as appropriate
2. Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
3. Participate in NEFEC Professional Learning Support (NPLS) by engaging in collaborative conversation with colleagues, providing feedback on lessons designed by peers, and critically reflecting on instructional practice
4. Levels of Implementation are progressive and require completion of one before the next:

Level 1 – attend training and submit goal(s)/objective(s) and reflection of implication to practice (6 points)
Level 2 – participate in discussion board and share resources (4 points)
Level 3 – submit a completed lesson plan and student artifacts with reflection (6 points)
Level 4 – submit a video of the implementation of lesson plan documented in Level 3 and participate in 1-to-1 virtual coaching with specialists (8 points)
Level 5 – develop and submit a PBL unit of study (up to 36 points depending on extent of unit development as determined by facilitator)

5. Other options include the following:
6. Participate in implementation support planned by the district
7. Complete implementation designed by the district
8. Complete implementation designed by facilitator

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: O-Collaborative Planning
Implementation Support: NEFEC Professional Learning Support (NPLS) or other appropriate district or school support
Monitoring Procedures: NEFEC Professional Learning Support; feedback reports on levels of implementation completed by participants and shared with district personnel; look-fors sent to school administrators; other appropriate district or school monitoring

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 Methods for Staff Code: A-Changes in Instructional Practice
Evaluation Methods for Students Code: D-Observation of Student Performance
Who will use the evaluation impact data gathered?
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 project based instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.
Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

- What evaluation data address value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. 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.

- 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 and teacher support colleagues will conduct informal observations.
Quality of professional development is also addressed by the following:
Discussion board entries
Quality of participation in the NEFEC Professional Learning Support
Alignment and quality of student artifacts that participants submit in tiered level of support
Quality of instruction that teachers demonstrate

- 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, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC
Spring 2016

STRUCTURED LITERACY THROUGH A MULTI-SENSORY APPROACH

COMPONENT NUMBER: 2-013-007 **2-013-011 (Reading Bankable)**

Function: 2

Focus Area: 013

Local Sequence Number: 007

POINTS TO BE EARNED: 20

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.

LINK(S) TO PRIORITY INITIATIVES:

☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Instructional design and lesson planning
☒Mastery of a specific instructional practice - Structured Literacy

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

Educator Level
☒Planning - 1.1.1.
☒Learning - 1.2.3., 1.2.5.
☒Implementing - 1.3.1, 1.3.3.

School Level
☒Learning - 2.2.3, 2.2.5.
☒Implementing - 2.3.3.

District Level
☒Planning - 3.1.3., 3.1.5.
☒Learning - 3.2.3., 3.2.5.
☒Implementing - 3.3.3.

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:

- 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.

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 websites 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.

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).

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:

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.

Departments: FDLRS, Professional Learning and Development

Name(s) of Component Author(s): Zoe Mahoney, FCIM

Added 2021

STUDENT ACHIEVEMENT LEADERSHIP

COMPONENT NUMBER: 7-517-001

Function: 7 – Management/Leadership/Planning
Focus Area: 517 – Instructional Leadership School Level
Local Sequence Number: 001

POINTS TO BE EARNED: MINIMUM 6/MAXIMUM 60

DESCRIPTION:

This professional learning is designed to provide participants with research-based information, best practice and specific resources and examples related to school leadership and student achievement. The professional learning addresses the processes for achieving results on the school's student learning goals and demonstrating that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.

LINKS 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 leadership practice: Student Achievement
- ☒Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5, 3.4.7

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Enable faculty and staff to work as a system focused on student learning.
2. Engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
3. Generate high expectations for learning growth for all students.
4. Implement 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.
5. Maintain a school climate that supports student engagement in learning.
6. Focus on student learning as a top priority and identify systemic leadership actions as a basis for exhibiting that priority
7. Recognize the importance of systems management proficiencies to build and support a learning organization focused on student success
8. Demonstrate the use of student and adult performance data to make instructional leadership decisions to improve student performance
9. Demonstrates planning and goal setting to improve student achievement.

LEARNING PROCEDURES (METHODS):

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

Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT will occur during this professional development component delivery?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW will the experiences be provided to participants during the delivery?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and support will enable participants to receive feedback regarding implementation efforts. When applicable, school administrators, coaches or mentors, and district staff will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation goals.

Monitoring Procedures: Ongoing feedback will be provided to participants through the support system established for this professional learning; feedback reports on implementation are shared with appropriate leaders; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

Who will use the evaluation impact data gathered?

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 regarding needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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:

What evaluation data address the 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.

What evaluation data address the 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

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.

Developed by NEFEC Summer 2019

STUDENT SERVICES—COUNSELING, HEALTH, PSYCHOLOGICAL, AND SOCIAL

COMPONENT NUMBER: 6-409-001

Function: 6 – School Safety/Safe Learning Environment/School Culture
Focus Area: 409 – Instructional Support Services
Local Sequence Number: 001

POINTS TO BE EARNED: MAXIMUM 120

DESCRIPTION

The purpose of this professional learning is to enable participants to improve student learning, improve student behavior, recognize multicultural issues, and create more efficient and effective schools at all grade levels. It is designed to enable the participant to identify the latest strategies, innovative techniques, and/or new materials that can be used to address the educational, personal/social, career/community awareness, and health/wellness needs of students. Participants will be able to examine recent trends in the area of counseling practices and/or be able to recognize and evaluate effective student service procedures and learning strategies.

Upon successful completion of the professional learning, participants will be able to implement strategies that will create a more individualized learning environment. Participants will be able to recognize and evaluate research-based academic interventions and best practices to eliminate physical, cultural, and mental health threats or barriers that may interfere with student academic achievement.

LINKS TO PRIORITY INITIATIVES

☒Continuous Improvement practices
☒Learning environment (as per FEAPS standards)
☒Non-Classroom Instructional staff proficiencies support student success

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.1.3
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	☒ 2.2.1	☒ 3.2.1
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.3

IMPACT AREAS

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES

Educators will:

1. Demonstrate knowledge, understanding, and application of the district comprehensive plan for student services (for example, *Comprehensive School Counseling Program*, etc.).
2. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.

3. Demonstrate knowledge of legal and ethical issues involved in the social, counseling, psychological, and health issues in the schools.
4. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parents/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
5. Develop and implement methods of accommodating assessment, instruction, and materials to meet individual student needs.
6. Develop and implement knowledge of transition planning from elementary to secondary education to develop desired college and career outcomes.
7. Identify and deliver methods/techniques to generate a dropout retrieval program.
8. Implement the knowledge of state and federal legislation affecting the education of students by adapting that knowledge to academic and career planning for college and career outcomes.
9. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students and faculties.
10. Demonstrate knowledge and implement new testing instruments and evaluation techniques for all forms of assessment.
11. Analyze and relate current information regarding scholarships, financial aid, and transitional trends in education.
12. Identify and use current laws, rules, policies, and procedures in managing student records.
13. Knowledge in analyzing and maintaining attendance records.
14. Develop and implement research-based models that promote parent involvement and parent support.
15. Develop and implement knowledge and skills in support processes.]
16. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice
WHAT will occur during this professional development component delivery:

1. Participants will develop and participate in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, video presentations, professional learning communities, lesson design/study groups, conferences, lectures, and role-playing that will enhance the job performance of Student Services personnel.
2. Participants will develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.

3. Participants will develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high-risk students.

HOW the experiences will be provided to participants during delivery:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

1. Attend and participate in discussions, presentations, and activities on innovative strategies/techniques, technology integration, or materials
2. Attend face-to-face training, as appropriate
3. Discuss how the innovative strategies, techniques, technology integration and/or materials can be used to support specific instructional objectives.
4. Implement and model specific counseling strategies and activities that will address the needs of diverse learners
5. Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
6. Implement newly acquired practice and share with colleagues

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic, Interactive, S-Electronic, Non-Interactive

Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content. In addition, school administrators will routinely monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress may be shared with district personnel.

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 Methods for Staff Code: C-Changes in Student Services 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?

Student Service Practitioners will use the impact data to assess the level of mastery of objectives and to determine the effectiveness of their service. 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

What other forms of evaluation data will be gathered:

a. What evaluation data address the value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. This may include a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation may be reviewed by the presenter, school staff, and district stakeholders.

b. What evaluation data address the quality of implementation of the PD?

To evaluate the quality of implementation of the professional learning, 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

Change in practice Student Service Practitioner

Evidence of classroom walk-throughs, parent communication, surveys, and participant reflections

c. Who will use these aspects of PD evaluation data?

School-based and district level stakeholders may examine evaluation data to determine the success of the professional learning.

Developed by NEFEC Spring 2017

SUBSTANCE ABUSE PREVENTION

COMPONENT IDENTIFIER NUMBER: 6-403-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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 understanding of the application of skills and strategies for educating students about the dangers of substance abuse in school age children.

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
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

SUBSTITUTE TEACHER

COMPONENT IDENTIFIER NUMBER: 8-506-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

1. Demonstrate knowledge of school system's philosophy and goals, and the regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the goals of BluePrint 2000 and the ongoing process of school improvement.

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
Implementation Methods: M,N,O,P,Q,R,S,T
Evaluation Methods: Staff - A,C,D,E,FG Student -F,G,Z
FEAP: B1

TEACHER OBSERVATION AND EVALUATION SYSTEM

COMPONENT IDENTIFIER NUMBER: 8-520-001

Maximum Inservice Points: 120

GENERAL OBJECTIVES

Educators will develop the knowledge and skills necessary to effectively practice and/or evaluate the high yield strategies outlined by their district evaluation system. Teachers will understand and effectively model use of the high yield strategies reflected in their district evaluation system. Administrators and district personnel will learn how to effectively assess teacher performance.

SPECIFIC OBJECTIVES

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

1. Develop an understanding of the district teacher performance system
2. Align coherent, rigorous instruction with state-adopted standards
3. Apply rubrics for continuous assessment
4. Apply and evaluate subject knowledge
5. Use pedagogical knowledge to organize students for the presentation of new content
6. Organize activities to represent student knowledge and understanding of new content
7. Use pedagogical knowledge to organize students to practice content, strategies, skills, or processes
8. Engage students in activities and assessments to practice and enhance metacognitive skills and awareness
9. Adapt activities to meet student needs based on feedback and individual student needs
10. Facilitate the application of newly acquired knowledge
11. Extend and deepen understanding through questioning and discussion
12. Monitor and respond to student engagement
13. Engage all students through questioning at the optimal level of rigor
14. Create, maintain, and monitor a supportive, objective, fair, and caring environment
15. Demonstrate an understanding of effective teaching as defined by research
16. Demonstrate observation skills by using an observation instrument reliably
17. Identify and demonstrate specific techniques which may be used for effective teaching

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 Methods: A,B,C,D,F,G,H,I,J, Implementation Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: A,B,C,D,F,G,Z/A,B,C,D,F,G,Z FEAP: A1, A4

TEACHERS AS LEADERS

COMPONENT IDENTIFIER NUMBER: 7-507-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to provide leadership and assist peers and the school administrators in implementing 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. Use knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.
2. Work cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, and emotional needs.
3. Serve as a student advocate with the social, legal, and health agencies in the community.
4. Use the community to provide students with a variety of experiences to examine and explore career opportunities.
5. Work effectively with school volunteers to promote student interest, motivation, and learning.
6. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
7. Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
8. Not use institutional privileges for personal gain or advantage.
9. Maintain honesty in all professional dealings.
10. 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.
11. Support a colleague's right to exercise political or civil rights and responsibilities.

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
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: B2

TEACHING METHODOLOGY

COMPONENT IDENTIFIER NUMBER: 2-408-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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

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

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

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
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,A3

TECHNOLOGY APPLICATIONS

COMPONENT IDENTIFIER NUMBER: 3-404-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional development 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, prepare programmed instruction, use work processing, produce graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and use knowledge of the student's family situation to support individual learning.

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

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,A3,B1

TECHNOLOGY IN THE CLASSROOM

COMPONENT IDENTIFIER NUMBER: 3-007-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the ability to use appropriate technology in the teaching and learning process.

SPECIFIC OBJECTIVES

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

1. Utilize appropriate learning media, computer applications, and other technology to address students' needs and learning objectives.
2. Utilize instruction and other electronic networks to provide students with opportunities to gather and share information with others.
3. 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 to enhance instruction.
4. Work with technical and instructional specialists available to each school, teacher and students to collaborate on instructional design and delivery.
5. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
6. Use technology resources to collect and analyze data, interpret results, and communicate finds to improve instructional practice and maximize student learning.
7. Understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
8. Model and teach legal, ethical and safe practice related to technology use.
9. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities while ensuring equitable access to technology resources for all students.
10. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
11. Apply current research on teaching and learning with technology when planning learning environments and experiences.
12. Plan strategies to manage students' learning in a technology-enhanced environment.
13. Facilitate technology-enhanced experiences that address Florida Standards and higher order skills and creativity.

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
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,A3

TRANSPORTATION

COMPONENT IDENTIFIER NUMBER 8-515-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

1. Participants will develop awareness of 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 OBJECTIVES

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

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 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,R,S,T
Evaluation Methods: Staff - A,C,D,E,G Student - 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	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.2, 2.2.4, 2.2.5	☒ 3.2.3, 3.2.4, 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☒ 1.4.2	☐	☐

IMPACT AREA(S): Select all that apply
☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

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

UNIVERSAL DESIGN FOR LEARNING

COMPONENT NUMBER: 2-404-002

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 404 – Instructional Strategies
Local Sequence Number: 002

Points to Be Earned: Minimum 6 (face-to-face and Level 1 implementation) /Maximum 30

DESCRIPTION

Participants will be exposed to and practice the tenets of the Universal Design for Learning (UDL) which requires educators to think proactively about the needs of all learners. In consideration of the UDL Critical Elements, educators will use a backwards design instructional process that incorporates the following five steps: establishing clear outcomes, anticipating learner needs, using measurable outcomes and assessment plans, planning the instructional experience, and reflecting new understandings.

LINKS TO PRIORITY INITIATIVES

☒ Collegial learning practices
☒ Instructional design and lesson planning
☒ Mastery of a specific instructional practice: Universal Design for Learning

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.3.3
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	☒ 2.2.1	☒ 3.2.1
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.3

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:
Use a backwards design lesson process that establishes a clear understanding of the goals of the lesson or unit (what does learning look like, what will students be able to do or demonstrate?).
Anticipate learner needs including learner strengths and weaknesses specific to lesson/unit goals, learner background knowledge, learner preferences for language, representation, and engagement, and learner curriculum barriers.

1. Establish how learning is going to be measured with considerations included for embedding checkpoints.
2. Establish the instructional sequence of events with considerations made to support multiple means of engagement, representation, and expression.
3. Establish checkpoints for teacher reflection and new understandings.

4. Understand the belief structure related to the implementation of UDL including high expectations; maximizing each learner's potential; integrating multiple means of expression for students to demonstrate knowledge, understanding, critical thinking, and synthesis of ideas; and practicing continuous feedback, progress monitoring, and databased decision making.

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, D-Learning Community, G-Structured Coaching/Mentoring, H-Implementation of "high effect" practices

WHAT

1. Participants will engage in activities including the following: the Faux Flipped Classroom, UDL Tips and Resources Jigsaw Activity, UDL Barriers and Bridges Small Group Activity, UDL and the Florida Standards Activity
2. Educators will participate in implementation guidance and implementation planning

HOW THE EXPERIENCES WILL BE PROVIDED TO PARTICIPANTS DURING DELIVERY:

1. Face-to-face delivery
2. Online coursework, when available
3. Blended content delivery, as appropriate
4. Online support for instructional practice and critical reflection, as appropriate

POSSIBLE KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

- Attend face-to-face training, as appropriate
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Complete levels of implementation as directed by district/school agreement (levels could reflect the following)

Level 1 – attend training and submit goal(s)/objective(s) and reflection of implication to practice (6 points)
Level 2 – participate in discussion board and share resources (4 points)
Level 3 – submit a completed lesson plan and student artifacts with reflection (6 points)
Level 4 – submit a video of the implementation of lesson plan documented in Level 3 and participate in 1-to-1 virtual coaching with specialists (8-14 points)
Other options include the following:

- Participate in implementation support planned by the district
- Complete implementation designed by the district
- Complete implementation designed by facilitator

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product
Implementation Support: Instructional Coaches, Teacher Support Colleagues, other support as appropriate

Monitoring Procedures: Feedback reports on levels of implementation completed by participants and shared with district/school personnel; look-fors sent to school administrators; other appropriate district or school monitoring

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 Methods for Staff Code: A-Changes in Instructional Practice Evaluation Methods for Students Code: D-Observation of Student Performance Who will use the evaluation impact data gathered?

- 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 instructional design. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.
- Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered: What evaluation data address value of the PD design?
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 and teacher support colleagues will conduct informal observations. Quality of professional development may also be addressed by the following:

- Discussion board entries
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

Who will use these aspects of PD evaluation data?
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, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC Spring 2017

WRITING

COMPONENT IDENTIFIER NUMBER: 1-017-001

Maximum Inservice Points: 120

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. Identify and implement research-based practices to enhance student learning in writing.
2. Develop knowledge and implement techniques for motivating students in writing and improvement of student writing skills.
3. Develop and implement techniques that will teach students how to analyze information in writing.
4. Demonstrate improved writing instruction by implementing the use of an analytical rubric that emphasizes the characteristics of good writing, best techniques for revision, use of models, collaborative evaluation, and a common language across grade levels and/or content areas.
5. Demonstrate knowledge in reading and writing skills instruction, especially as it relates to Florida Curriculum Standards.
6. Demonstrate knowledge of strategies for teaching reading and writing across the curriculum.
7. Describe the process used to select textbooks for adoption in writing.
8. Demonstrate knowledge of current copyright procedures and policies in writing.

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
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,A3

Section 4

Exceptional Student Education Components

ASSESSMENT AND EVALUATION (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, 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

ASSESSMENT FOR STUDENTS WITH DISABILITIES

COMPONENT IDENTIFIER NUMBER: 4-102-004

Minimum/Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff with the ability to design and implement a variety of assessment strategies (traditional and alternate) to guide, monitor, and measure learning as well as 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. Understand the need to evaluate students' achievement against standards and criteria rather than a comparison with other students
2. Understand the role of assessment in planning instruction to meet student learning needs and to improve student learning outcomes
3. Diagnose students' readiness to learn and their individual learning needs to plan appropriate intervention strategies
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains
5. Develop an assessment plan that includes identifying learning outcomes, planning assessment tasks based on learning outcomes, creating task-specific criteria that align with the selected learning outcomes, developing achievement standards for each criterion against which the students work will be assessed, and constructing the overall achievement standards to arrive at a grade for the assessment tasks
6. Develop a test blueprint (test specifications/test map) that includes information representing the objectives and skills to be tested , the number of questions for each objective, the cognitive level of objectives, and the relative weight on the test given to each question
7. Develop, implement, and summarize results of pre-assessments based on precise learning goals
8. Develop, implement, and summarize results formative assessments based on precise learning goals
9. Develop, implement, and summarize results summative assessments based on precise learning goals
10. Demonstrate the ability to created assessment tasks that are weighted to balance the developmental (formative) and judgmental (summative) roles of assessment

11. Demonstrate the knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments to include screening, diagnosis, progress monitoring, and outcome measures
12. Improve the reliability and validity of judgments about student work
13. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment
14. Modify instruction based upon assessed student performance
15. Maintain observational and anecdotal records to monitor students' development
16. Evaluate students' achievement against standards and criteria rather than a comparison with other students
17. Evaluate how well the learning outcomes of units have been achieved by students and reveal practices in teaching, learning, and assessment that may need review
18. Prepare and use reports of students' assessment results
19. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand
20. Employ performance-based assessment approaches to determine student's performance of specified outcomes
21. Assist students in maintaining portfolios of individual work and progress toward performance outcomes
22. Guide self-assessment by students and assists them in devising personal plans for reaching the next performance level
23. Increase transparency in assigning the grades that students earn for their work (rubrics, checklists, etc.) by clearly articulating the criteria and standards used to judge the quality of students' work
24. Provide effective feedback to students about the quality of their work and what they need to do to improve future results

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
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

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

COMPONENT IDENTIFIER NUMBER: 3-100-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

Upon successful completion of an inservice activity, the learner will be able to:

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

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
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,A3

BEHAVIOR MANAGEMENT FOR EXCEPTIONAL STUDENTS

Component Number: 5-101-004

Function: 5 – Classroom Management

Focus Area: 101 – Classroom Management for students with disabilities

Local Sequence Number: 004

Points to Be Earned: Minimum 5 (face-to-face and implementation)/Maximum 120

DESCRIPTION:

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in behavior management techniques effective for use with students at-risk as well as with students with disabilities. Techniques will emphasize applications of theory, crisis intervention and prevention, legal considerations, and counseling skills.

LINKS TO PRIORITY INITIATIVES

- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional 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
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Describe and explain behavior modification in terms of respondent conditions and operant conditioning, including the role of reinforcers and relative merits of behavior techniques.
2. Compare and contrast the concepts of discipline and punishment in educational settings.
3. Identify environmental influences on behavior.
4. Demonstrate the surface behavior management approach, signal interference, hurdle, help, antiseptic bounding, and proximity control.
5. Compare and contrast verbal and nonverbal dynamics in relationships between students and teachers and between parents and teachers.
6. Demonstrate the techniques to use when intervening in an aggressive situation.
7. Describe factors that precipitate aggressive behaviors in children and youth with severe emotional disabilities.
8. Identify developmental social-affective skills for individuals and groups including effects of cultural diversity.
9. Apply interventions that promote age-appropriate social skills for individuals and groups.
10. Describe nonverbal communication, emphasis on positive gains rather than negative setbacks and cultural conditions.
11. Describe age appropriate rules and reinforcers in a classroom for children and youth at elementary and secondary levels.
12. Design, implement, and adjust behavioral interventions based on developmental age level and cultural diversity.
13. Discuss techniques for integrating efforts and services in multidisciplinary interventions.
14. Demonstrate team and consultative skills in working with mainstream teachers, parents, and related services personnel.
15. Write an appropriate IEP goal with objectives for addressing specific social-emotional and behavioral needs of children.
16. Explain the differences between functional and topographic definitions of behavior
17. Identify components and methods of observing and recording behavior in the full range of the service delivery continuum.
18. Identify the uses of technology in behavior management programs.
19. Demonstrate knowledge of proper methods used for increasing or reducing behaviors through positive reinforcers, response cost, time out, over-correction, providing consequences and secured seclusion, and of cultural considerations that may influence methods.
20. Describe the implementation of a token economy to be used with children and youth with disabilities in elementary and secondary classrooms.

21. Compare and contrast assisting children and youth in gaining control over their behavior and adult management of their behavior.
22. Explain behavioral chains and how they can help to weaken an undesirable behavior through response interruption techniques.
23. Describe strategies for generalizing and maintaining improved behavior.
24. Demonstrate the ability to develop, implement, evaluate, and modify a classroom behavior management system that leads to self-management in individual and group settings.
25. Design and describe the concepts of student self-monitoring and explain its uses in behavior control.
26. Identify and explain management skills and teaching techniques for importing student motivation and cooperation for elementary and secondary students.
27. Explain motivational concepts, which emphasize self-determining behavior versus fate, including attribution theory, learned helplessness, importance of balance between work and play, the pleasure that results from accomplishments and success, issues of power and its influences, and negative and positive cycle behavior.
28. Identify techniques that can be used to develop and enhance self-concept of children and youth with disabilities.
29. Discuss principles of individual and classroom management and demonstration and demonstrate ability with techniques such as The Premack Principle, Glasser's Control Theory, behavioral contracts, and commercial behavior management programs, and assertive discipline.
30. Discuss basic counseling skills with children and youth with disabilities, such as Teacher Effectiveness Training, transactional analysis, and group counseling for students to brainstorm appropriate ways to solve problems.
31. Discuss the importance of consistency in behavior management at home, throughout the school system, and throughout the community.
32. Design, plan and implement behavior management plans appropriate for children and youth with disabilities throughout the full-service.
33. Demonstrate the ability to develop, implement, evaluate, and modify and management system cooperatively at home, throughout the school system, and throughout the community.
34. Demonstrate techniques for de-escalating behavior of children and youth who are acting out.
35. Describe skills of nonviolent systematic physical crisis management and discuss appropriate uses and precautions.
36. Demonstrate crisis counseling with children and youth.
37. Explain the laws governing the suspension and expulsion of children and youth with severe emotional disabilities.

38. Demonstrate knowledge of assessment instruments and techniques, appropriate in identifying and meeting the affective and behavior needs of children and youth with emotional disabilities and ability to communicate results with parents.
39. Discuss the basic methods and assumptions of cognitive behavior modification.
40. Describe how to implement a hierarchy of interventions along a continuum of least to most restrictive.
41. Develop a behavior classroom management plan that will address the specific academic and behavioral needs of children and youth with emotional disabilities.
42. Demonstrate the ability to design, implement, operate, evaluate, and adjust a point system and levels system, and integrate these into an effective behavior management plan.
43. Demonstrate the ability to utilize de-escalation techniques as well as restrictive and non-restrictive interventions.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice

- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.
Through school and district instituted support of data reflection, 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.

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:

WHAT EVALUATION DATA ADDRESS THE 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.

What evaluation data address the quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, 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

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.

Developed by
NEFEC Summer 2020

Building Inclusive Schools
Component Number: 7-100-001

Number of Inservice Points: 10

Course Description: *Building Inclusive Schools* 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 framework for implementing best practices to create an inclusive school culture for students with disabilities.

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

Upon completion of this course participants will demonstrate an awareness of the following:

a. The importance of instructing students with disabilities in the least restrictive environment.
b. How school leaders can establish a vision of inclusion across a school.
c. The essential use of evidence-based practices, including the framework of Universal Design for Learning for addressing the needs of all students.
d. How students' Individual Educational Plan (IEP) services can be provided using in-class supports and collaborative teaching approaches.
e. Collaboration and reflection to provide ongoing supports to develop and implement practices consistently.

The content has been organized around five topics:

1. How inclusion has evolved for students with disabilities

2. Leadership and decision-making
3. Components of universal instruction
4. Specially designed instruction and supports
5. College, career, and life ready

Within these five topics are 28 objectives to be demonstrated by those participants who successfully complete the course. Objectives reference the following abbreviated list:

- Florida Department of Education, Bureau of Exceptional Student Education (2021). District Best Practices for Inclusive Education (DBPIE).
- Florida Department of Education, Bureau of Exceptional Student Education (2021). School Best Practices for Inclusive Education (SBPIE).
- U. S. Department of Education. (2020). *A history of the Individuals with Disabilities Education Act.* https://sites.ed.gov/idea/IDEA-History
- Every Student Succeeds Act. Public Law No. 114-95. (2015). https://www2.ed.gov/policy/elsec/leg/essa/index.html
- Endrew F. v. Douglas County School District RE-1. No. 15-827, 580 U.S.__(2017), slip. op. at 11. https://www.supremecourt.gov/opinions/16pdf/15-827_0pm1.pdf
- Florida Department of Education. (2019). *Survey 2 data 2019-2020, primary exceptionalities.* http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml
- TeachingWorks. (2021). *High leverage practices.* https://www.teachingworks.org/work-of-teaching/high-leverage-practices
- Florida Problem Solving & Response to Intervention Project -Technology and Learning Connections. (2018). *Components of universal instruction.* https://www.tlc-mtss.com/resources
- The Collaboration for Effective Educator, Development, Accountability, and Reform. (CEEDAR) Center. (2017). *High Leverage Practices in Special Education (HLPs).* https://ceedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-flyer-list.pdf

Specific Objectives:

Topic 1: How Inclusion has Evolved for Students with Disabilities

- Consider the evolution of educational beliefs regarding individuals with disabilities.
- Identify key legislation that impacts outcomes.
- Define the elements of inclusion.
- Compare state education agency and national data regarding educational environment for students with disabilities.
- Explore how to plan for improvements using indicators of inclusive practices through a school or district self-assessment.

Topic 2: Leadership and Decision Making

- Explain how schools can establish a vision of inclusion.
- List ways to encourage a growth mindset.
- Model the use of person first language.
- Describe components of a respectful school culture.
- Explore ways to increase collaboration.
- Identify examples of student-centered decision-making.

Topic 3: Components of Universal Instruction

- Explain how a solid foundation of universal instruction for all students benefits diverse learners, including students with disabilities.
- Apply problem solving strategies such as HLPs to identify instructional needs of students.
- Identify experts at school who can provide professional development and technical assistance for MTSS, PBIS, UDL and inclusive best practices.
- Consider the impact that social and emotional learning programs have on schools.
- Use the provided resources to extend learning about effective practices and universal instruction for all students.

Topic 4: Specially Designed Instruction and Supports

- Define specially designed instruction.
- Describe examples of specially designed instruction.
- Identify instructional supports that can benefit students with disabilities.
- Define in-class service delivery models.
- Explain collaborative teaching partnerships.
- Describe collaborative teaching approaches and the benefits for learners
- Envision ways to utilize data to ensure needs are met in the least restrictive environment for students with disabilities.

Topic 5: College Career and Life Ready

- Identify possible ongoing supports in processes within schools and communities.
- Consider the types of job-embedded professional development that are available.
- Recognize potential or designated in-school experts on inclusive practices.
- Identify local programs for students with disabilities ages 18 - 21 at colleges and technical centers.
- Monitor personal progress in addressing a school's priority BPIE Assessment indicators.

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must complete five "knowledge check" quizzes, and nine reflection discussions. 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 a Reflection Workbook and ONE of the following options: conducting a presentation to faculty/staff addressing application of course content and resources, developing a comprehensive plan for creating a more inclusive school or creating a plan of action to address selected School Best Practices for Inclusive Education assessment priority indicators.

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: Audio recordings, flip cards about inclusion and person first language, selection of true statements, expanding boxes for additional information on specific topics, multiple choice questions about specially designed instruction.

Learning (Delivery) Methods: A, C
Implementation Methods: P, S
Evaluation Methods:
    Staff: A
    Student: F
FEAP: A.2, A.3, B.1

CHILD OUTCOME SUMMARY PROCESS

COMPONENT NUMBER: 4-102-008

Number of Inservice Points: 10

Course Description: Effective Practices Supporting the Implementation of the Child Outcomes Summary (COS) Process is designed as a ten-hour ***(online independent)*** learning experience. **Participants are expected to** complete segments of required presentations provided in online materials included in each course unit. Participants are required to complete a post-learning knowledge check at the end of each unit and a post-assessment at the culmination of the units. Participants are required to complete a follow-up case study activity at the conclusion of the course, then submit completed forms related to the Child Outcome Summary process using a provided link.

The participants will be provided with resources, information, and practice with the components of the Child Outcomes Summary process.

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

Upon completion of this course participants will **demonstrate an awareness of the following:**

a. Purposes and importance of the collection of Child Outcomes data in addressing skill acquisition and current needs of children, as well as planning for program improvement.
b. The three child outcome areas and the impact of the interrelatedness and functionality of skill development.
c. Key features of a quality COS process, including the use of informational resources, data collection methods, and descriptions of children's functioning relative to age expectations.
d. Characteristics of strong documentation and its role in gathering evidence to inform the COS rating for each outcome and complete the COS process.
e. Strategies for collaboration amongst COS team members, with an emphasis on including family members.

The content has been organized around eight topics:

1. Overview of the Child Outcomes Summary (COS),
2. Definitions and examples of the three child outcome areas,
3. Gathering information from multiple sources,
4. Information related to COS for entry purposes,
5. Information related to COS for exit purposes,
6. Continuum of skill development and age-anchoring

7. Guidance tools to inform assignment of COS ratings,
8. Guidance for completing the Child Outcomes Summary form.

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

- Center for IDEA Early Childhood Data Systems (DaSy) and Early Childhood Technical Assistance Center (ECTA) (2017). *Categorization and Definitions of ratings (**Rating Guide**)*. Adapted by Technical Assistance and Training System (TATS) https://tats.ucf.edu.

- Early Childhood Technical Assistance (ECTA) Center and the Center for IDEA Early Childhood Data Systems (DaSy). (2015). *Child outcomes summary (COS) process online module. Session 1: So what's this all about?* Retrieved from http://olms.cte.jhu.edu//olms2/435691

- 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 the COS Process

- Recognize the federal and state regulations for gathering data and reporting child outcomes measurements
- Recognize and describe the three child outcome areas.
- Identify the components of the Child Outcomes Summary process as they relate to the assignment of ratings based on the comparison of a student's current functioning across setting and situations to age-expected skills.
- Recognize and describe the importance of the use of multiple sources of information during a team process of data collection.

Topic 2: Definitions and examples of the three child outcome areas

- Recognize and describe functional skills included in the breadth of the following child outcomes:
    - Social emotional skills, including relationships
    - Acquisition of knowledge and skills
    - Taking action to meet needs
- Recognize examples of functional skills for young children and distinguish the use of functional from discrete skills.
- Identify examples of atypical or challenging behaviors that might impact a student's functional use of skills.
- Identify incidences and circumstances in which a student might be observed to exhibit a skill across situations and settings.

Topic 3: Gathering information from multiple sources

- Identify strategies for gathering information related to functional skills across settings and situations from family members, as well as others who interact with and know a student.
- Identify and describe effective documentation based on observations of the functional use of skills.
- Identify characteristics of objective as opposed to subjective observations and reporting of skills.
- Recognize the roles of and the importance of gathering information from those who are familiar with a student

Topic 4: Information related to COS for entry purposes

- Examine and identify information from an initial evaluation report according to the related child outcome.
- Examine an initial evaluation report and identify examples of functional skills that are described in the report.
- Describe strategies for gathering information related to a child's functioning across situations and settings from family members and childcare providers.

Topic 5: Information related to COS for exit purposes

- Identify possible multiple sources of information that are commonly available during the COS Exit process.
- Recognize methods of progress monitoring and identify practices for developing systems of progress monitoring.
- Identify information that can be gathered from the multiple tiers of supports and monitoring such as those listed below:
  - Core universal instruction and support
  - Targeted supplemental interventions and supports
  - Intensive individualized interventions and supports
- Recognize opportunities within the activities and routines of an early childhood program to observe and document students' functioning and skill development, including needs for support

Topic 6: Continuum of skill development and age-anchoring

- Identify the continuum of skill development associated with functional skills in the three child outcome areas.
- Based on examples that include students' ages and observed functioning, identify skills on the developmental continuum (FELDS) and indicate the level of observed skills as age-expected, immediate foundational, or foundational.
- Recognize descriptions of skills as they relate to observations across situations and settings.
- Identify and describe strategies for including multiple sources of information to inform the age-anchoring process.

Topic 7: Guidance tools to inform assignment of COS ratings

- Demonstrate the use of the Decision Tree for Summary Rating Discussions from examples of students' age-anchored skills.
- Describe the importance of observations of functioning across situations and settings to inform ratings.
- Demonstrate the use of the COS Rating Guide in conjunction with the Decision Tree for Summary Rating Discussions based on examples of students' age-anchored skills.

Topic 8: Guidance for completing the Child Outcomes Summary form

- Demonstrate knowledge of the completion of the COS form, including documentation of student demographics, methods of family input, and sources of information.
- Identify examples of evidence of skills at age-expected, immediate foundational, and foundational levels and relate the evidence to the assignment of ratings.
- Recognize circumstances which require documentation of "Concerns" as well as of "progress and acquisition of skills."

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must complete pre- and post- activities and/or assessments. Descriptions of activities and assessments are listed below:

- **Verification of completed assessment and follow-up activity**
  - Post assessment within the module consists of 50 questions and participants must score at least 80% correct to move forward to the follow-up activity.
  - Participants are required to complete a follow-up case study activity at the conclusion of the course, then submit completed forms related to the Child Outcome Summary process using a provided link.
    - The follow-up activity case study documents submitted by participants are reviewed and results of the review, along with a performance matrix for the components of the activity will be sent to each participant along with a verification form.
    - The verification form provides a statement of the adequacy and correctness of the participant's follow-up activity. Participants provide the verification form to their principal or supervisor for signature acknowledging that the supervisor confirms that the participant successfully completed the follow-up activity.
    - The participant then uploads a scanned copy of the signed Verification Form to the My Independent Study Courses page under Required Next Steps.

- **Professional Development Activity Descriptions**
  - At the culmination of the unit presentations and activities, each participant will have completed
    - pre- and post- reflections for the course,
    - a final online assessment (50 questions) about the COS process at the culmination of all units.
    - a follow-up activity based on a child's case study that provides information (i.e., classroom observations, family interviews, related service providers' therapy notes, progress monitoring data) needed to complete COS documents

- **Learning (Delivery) Methods:** A (knowledge acquisition training event), C (non-interactive knowledge transmission/training)

- **Implementation Methods:** S (non-interactive learning monitored with comprehension checks)

- **Evaluation Methods:** Staff: A (changes in practices implemented in the classroom or in the participant's assigned role in district-level processes), D (changes in practices supporting effective implementation of job responsibilities).

- **Evaluation Methods**: Student: F (performance assessments that impact students' learning objectives) and/or G (did not evaluate student outcomes because "staff performance" is more relevant measure for assessing impact of the course).

Florida Educator Accomplished Practices (FEAPs):

A.2.d (selects appropriate formative assessments to monitor learning)
A.2.e. (uses a variety of data, in collaboration with colleagues, to evaluate learning outcomes)
A.4.c. (uses a variety of assessment tools to monitor student progress)
A.4.e. (shares the importance and outcomes of student assessment with the student's family)

CLASSROOM MANAGEMENT FOR EXCEPTIONAL STUDENTS

COMPONENT IDENTIFIER NUMBER: 5-101-002

Minimum/Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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 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
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: A2

DeafEd EXPRESS

COMPONENT NUMBER: 2-100-020

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 019

Points to Be Earned: 6

DESCRIPTION: Developed by the Personnel Development Support Project (PDSP) at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This professional development opportunity provides a foundation for educators working with students who are deaf or hard of hearing. The purpose of this course is to increase the range and depth of best practices used by educators and other professionals in order to positively impact the achievement of students who are deaf or hard of hearing.

LINK(S) TO PRIORITY INITIATIVES:

☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Mastery of a specific instructional practice
☒Non-Classroom Instructional staff proficiencies support student success
☒Other: Strategies specific to students who are deaf or hard of hearing

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.3.3., 3.1.5., 3.1.7.
Learning	☒ 1.2.2, 1.2.3, 1.2.5	☒ 2.2.2, 2.2.5,	☒ 3.2.3.
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
SPECIFIC LEARNER OUTCOMES:
Upon completion of this course, participants will understand or be able to do the following:

- List three myths or misconceptions related to people who are deaf or hard of hearing.
- List three educational approaches for students who are deaf or hard of hearing.
- List ESE eligibility requirements for students who are deaf or hard of hearing.
- Describe the continuum of least restrictive placement for students who are deaf or hard of hearing.
- Describe the unique roles and responsibilities of IEP team members.
- Describe three types of hearing loss, and what part of the hearing system(s) is impacted for each.
- Relate the information provided on an audiogram.
- Explain the Functional Listening Evaluation and the information it provides.

- Identify types of amplification options.
- Describe the levels of auditory and receptive skills.
- Identify auditory learning and communication strategies.
- Explain the role of the interpreter.
- Recall the two methods of captioning available.
- Describe how supporting linguistic access, through either visual or auditory channels, impacts language development.
- Explain how research suggests the use of sign language may benefit all students.
- Summarize the reasons parents are the key to language and literacy development.
- Name at least two ways delays and deficits in language affects academic growth and outcomes.
- State the reasons language assessments are critical to the IEP team when working with students who are deaf or hard of hearing.
- Describe challenges students who are deaf or hard of hearing face when learning English syntax.
- Describe differences between English and ASL syntax.
- Describe one reason why students who are deaf or hard of hearing struggle with English semantics.
- Describe one reason why students who are deaf or hard of hearing may have difficulty with pragmatics of a communication event.
- Describe strategies for increasing a student's vocabulary acquisition.
- List communication breakdowns caused by the speaker, including ways to resolve the problems.
- List communication breakdowns caused by the listener and the skills students need to learn to resolve the problems.
- List environmental challenges which may contribute to communication breakdowns and what can be done to resolve the problems.
- List ways teachers can provide supports for students to independently improve access and participation.
- List strategies students can implement to fix communication and access breakdowns.

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

- WHAT will occur during this professional development component delivery?

Participants will be responsible for completing a thorough review of all course content. Through independent study, they will complete a pre-assessment, review websites 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 address the 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 address the 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

DEVELOPMENTALLY APPROPRIATE PRACTICES IN INCLUSIVE PREK SETTINGS (PDA)

COMPONENT NUMBER: 2-100-017

Function: 2
Focus Area: 100
Local Sequence Number: 017

POINTS TO BE EARNED: 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

- 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
Replaces Inclusive Practices for the Developmentally Appropriate Pre-K Classroom (PDA), FDLRS, 2021

DIFFERENTIATING MATHEMATICS INSTRUCTION (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

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

COMPONENT IDENTIFIER NUMBER: 1-100-002 (1-013-021 for Reading endorsement Competency 4)

Minimum/Maximum Inservice Points: 60/60

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.

LINK(S) TO PRIORITY INITIATIVES:

☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Evaluation system indicators/rubrics/components
☒Instructional design and lesson planning
☒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 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.,

- **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.

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

SPECIFIC LEARNER OUTCOMES:

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.

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.

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.

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.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

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.

Updated FDLRS, 2021 to replace Differentiating Reading Instruction

DIFFERENTIATING SCIENCE INSTRUCTION (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-006

Minimum/Maximum Inservice Points: 30/30

Target Group: Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVE:

Participants will learn and apply the guidelines of differentiation to science instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating science instruction by using continuous assessment to plan and deliver effective whole-group, small-group and individualized instruction in order to be responsive to each student's needs.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Define terms and guidelines related to differentiating instruction.
2. Define common terms used in effective science instruction.
3. Discuss the rationale for differentiating science instruction and self-evaluate their current instructional practices related to the guidelines of differentiating instruction.
4. Utilize current research related to effective science instruction.
5. Explain the connection between continuous assessment and meaningful differentiation and identify types and sources of assessment information related to effective science instruction.
6. Identify potential barriers to science achievement and common misconceptions about science.
7. Explain and provide examples of how preconceptions a student brings to the differentiated science classroom can affect learning.
8. Explain the inquiry instructional approach in science.
9. Identify components of whole-group instruction and determine when whole group instruction is appropriate.
10. Discuss ways to integrate technology to differentiate science instruction.
11. Purposefully group students based on sound rationale informed by pre- assessment and continuous assessment.
12. Set appropriate and precise learning goals for groups in order to plan appropriate flexible group learning activities that are aligned with learner needs.
13. Identify components of project-based learning.
14. Compare project-based learning to traditional learning and determine when project-based learning is appropriate.
15. Use the following key ideas to differentiate science instruction:

- Differentiated science lessons and units are based on the teacher having clarity about the learning goals.

- Assessment should be continuous, varied and used to inform the instructional planning process.
- Differentiated science instruction uses a combination of whole-group, small-group and individualized instruction in order to be responsive to students' needs.
- Differentiating Science instruction is dependent on understanding the NGSSS and Access Points and the ability to determine precise learning goals.
- When effective science practices are matched to learners' needs during whole-group instruction, engagement and achievement increase.
- Flexible grouping structures can be used to increase student progress from acquisition to proficiency for targeted science concepts and skills and can be used to extend understanding of science concepts and skills.
- In a differentiated science environment each student is valued for his or her contributions and has multiple opportunities to contribute to others and to learn from others' contributions.

Description of Activities:

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

1. Review all module content, related professional articles and websites. Provide summaries as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and discussion postings.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.
7. Develop a personal action plan for improvement.
8. Define the guidelines of differentiation and how they apply to science instruction.
9. Demonstrate understanding of the factors that influence the development of science competence.
10. Develop, administer and summarize results of a pre-assessment based on precise learning goals.
11. Design a whole-group mini-lesson using the 5E model of instruction.
12. Analyze a current unit of instruction and describe ways the unit plan could be more responsive to student needs by differentiating whole group, small group and individualized instruction.

Evaluation:

Participants will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

Learning (Delivery) Methods: A,B,C
Implementation Methods: M,N,O,P,Q,R,S,T
Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z
FEAP: A1,A2,A3,A4

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EFFECTIVE TEACHING PRACTICES FOR STUDENTS WITH DISABILITIES: FOCUSING ON THE CONTENT AREAS (PDA)

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

1. Identify some of the common elements and shared outcomes of Universal Design for Learning, Differentiated Instruction, Explicit Instruction, Specially Designed Instruction for students with disabilities and frameworks of effective teacher behaviors.
2. Understand the relationships between Florida's multi-tiered system of support, Specially Designed Instruction for students with disabilities, Differentiated Instruction, Universal Design for Learning, Explicit Instruction, and the frameworks of effective teacher behaviors.
3. Know the characteristics of an expert learner and how to assist students with disabilities in developing these skills.
4. Describe how a teacher's mindset impacts his or her actions and how the teacher's actions impact a student's mindset and performance.
5. Recognize ways to create learning environments that are rooted in strong teacher-student relationships to ensure that each student with a disability feels fully included, safe, and valued for his or her contributions.
6. Develop precise learning goals that communicate what is most important for all learners, including students with disabilities, to know, understand, and be able to do.
7. Understand that formative assessment, used to guide instructional planning and to develop student autonomy, is essential for providing students with disabilities work that is at the appropriate level of challenge.
8. Know the characteristics of respectful work in order to maximize student achievement for students with disabilities.
9. Understand that student differences matter in learning, and attending to those differences is necessary to support students in achieving rigorous academic standards. .
10. Understand that some students who have disabilities, as well as other students, may need explicit instruction and intervention at increasing levels of intensity and duration in order to make appropriate progress and achieve at high levels.

11. Understand that instructional decisions based on careful analysis of student assessment information should determine the explicitness, intensity, and duration of differentiated interventions.

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

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ENGAGING LEARNERS THROUGH INFORMED ASSESSMENT (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-003

Minimum/Maximum Inservice Points: 20/20

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 module is designed to provide a professional development opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

GENERAL OBJECTIVE

Participants will learn and apply each step of the formative assessment process to increase student achievement. Participants will develop skills for using data-based decision making to be responsive to each student's needs.

SPECIFIC OBJECTIVES

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

1. Describe the relationship between the guidelines of differentiated instruction and the formative assessment process.
2. Explain each step of the formative assessment process.
3. Clarify the relationship of the formative assessment process to Florida's multi-tiered system of student supports (MTSS) that encompasses the Problem Solving Process and Response to Instruction/Intervention (PS-RtI) Framework.
4. List purposes of each component of assessment (pre-, formative, interim, and summative).
5. Clarify the learning goals/targets for lessons and units and determine the learning progression and connect them to the standards.
6. Develop and communicate learning goals/targets in student-friendly language.
7. Align formative assessment tasks to specific learning goals/targets.
8. Select and use different types and sources of evidence of student learning to assess for understanding.
9. Make instructional adjustments as a result of gathering and analyzing formative assessment information.
10. Provide students with meaningful feedback for self-assessment and goal setting.

DESCRIPTION OF ACTIVITIES

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

1. Review all module content, related professional articles and websites. Provide summaries and reflections as directed.

2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion posts.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.
7. Develop a personal action plan for improvement.
8. Develop an assessment plan using multiple sources of data.
9. Use the formative assessment process to differentiate instruction/intervention.
10. Provide students with written feedback designed to assist the student in setting his learning goals/targets and monitoring his own progress.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks. These tasks will be reviewed for satisfactory completion and for demonstration of competency of the objectives, by the module facilitator. Module facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

Implementation Strategies:

Participants will be provided with access to additional resources and professional learning opportunities to extend content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained, and the impact of the component on job performance and student learning gains.

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

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ESE PROCEDURES AND PRACTICES

COMPONENT IDENTIFIER NUMBER: 8-103-102

Minimum/Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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

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 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
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,A2,A3

EXPLORING STRUCTURED LITERACY (PDA)

COMPONENT NUMBER: 2-100-027 (SWD) 2-100-031 (SWD BANKABLE)

2-013-006 (READING) 2-013-010 (READING BANKABLE)

Function: 2
Focus Area: 100* / 013**
Local Sequence Number: 027* / 006**

POINTS TO BE EARNED: 40

*Use component number for SWD inservice points.

**Use component number for Reading inservice points.

DESCRIPTION: 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.

LINKS TO PRIORITY INITIATIVES

☒ Assessment and tracking student progress
☒ Continuous Improvement practices
☒ Instructional design and lesson planning
☒ Mastery of a specific instructional practice: Multisensory strategies

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.1, 2.1.2, 2.1.4	☒ 3.1.2, 3.1.3, 3.1.4, 3.1.5,
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4, 1.4.5	☒ 2.4.2, 2.4.3, 2.4.4	☒ 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

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.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
LEARNING METHODS CODE: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

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 meetings 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.

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Online coursework

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)
Implementation Support: 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.
Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.
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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities
Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.
Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.
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 address the 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 address the 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
- Alignment and quality of student artifacts that participants submit
- 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 2020
Departments: FDLRS, Professional Learning and Development, NEFEC

FLORIDA STANDARDS: REACHING ALL STUDENTS BY USING ACCESS POINTS

COMPONENT NUMBER: 2-105-002

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 105 – Curriculum for Students with Disabilities
Local Sequence Number: 002

Points to Be Earned: Maximum 120

DESCRIPTION

This component is designed to enable the regular and special education participant to research current alternate achievement standards aligned to the Florida curriculum standards and the ACCESS Points. Educators will learn the essential understandings in order to scaffold standards for students, learn instructional strategies, and investigate model lessons.

Upon successful completion of this professional learning activity, the participant will be able to incorporate into his/her instruction the principles presented in this professional learning so that the all students are able to access the general education curriculum.

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Mastery of a specific instructional practice: Using Access Points
☒Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.4	☒ 2.2.3	☒ 3.2.3
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.2, 3.4.3

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 and understanding of the organization, structure, terminology, and contents of the state standards, ACCESS Points, and the essential understandings

2. Demonstrate ability to locate, interpret, and explain specific information contained within one or more of the state standards, the ACCESS Points, or essential understandings, and apply it to specific instruction for all students, regardless of disability.
3. Demonstrate ability to plan, coordinate, manage, and assess instruction based on the purpose and content of the standards and the Access Points identified as appropriate for the participant's assigned instructional course of study
4. Demonstrate the ability to use knowledge of the state standards, ACCESS points, and essential understandings to interpret student assessments 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 and to prepare students for the Florida Standards Alternative Assessment and/or FSAA end of course exams
5. Demonstrate the ability to use reinforcement to leverage new learning
6. Demonstrate the ability to identify and incorporate alternative/augmentative communication systems for pre-verbal students

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities. Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY:

Educators will:

1. Participate in discussions based on instructor's presentation
1. Discuss and apply research-based practices
2. Utilize web-based resources
3. Research case studies
4. Design instruction using the instructional families in multi-grade classrooms
5. Create collaborative learning activities
6. Utilize collaborative practices within various contexts
7. Engage in activities that use interactive technology
8. Access the course code descriptions for teaching access points

HOW THE EXPERIENCES WILL BE PROVIDED TO PARTICIPANTS DURING DELIVERY:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

1. Attend and participate in professional learning both face-to-face and/or online, as scheduled
2. Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
3. Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
4. When appropriate, participate in NEFEC Professional Learning Support (PLuS) or FDLRS support by engaging in online collaborative conversation with colleagues, providing feedback on lessons, and critically reflecting on instructional practice
5. Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content for use in classrooms. In addition, school administrators will routinely review meeting notes to provide support and resources as identified by team members to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress shared with district personnel

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 Methods for Staff Code: A-Changes in Instructional Practice

Evaluation Methods for Students Code: A-Standardized Student Growth Measures, B-School/Teacher Constructed Growth Measures, C-Portfolios, D-Observation of Student Performance, F-Other Performance Assessment

Who will use the evaluation impact data gathered 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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, inclusion facilitators, FDLRS HRD Specialists, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

a. What evaluation data address the value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. Schools and Districts design individualized evaluation forms as needed.

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, FDLRS facilitators, and district stakeholders. This information is used as a metric in the NEFEC/FDLRS internal evaluation system.

b. What evaluation data address the 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, FDLRS staff, District ESE Staff, 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/FDLRS 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

c. Who will use these aspects of PD evaluation data?

NEFEC (when appropriate), FDLRS, school-based, and district level stakeholders will examine evaluation data to determine the success of the professional learning. 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, FDLRS staff, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC

Spring 2016

FLORIDA STANDARDS: REACHING ALL STUDENTS BY USING ACCESS POINTS

COMPONENT NUMBER: 2-105-002

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 105 – Curriculum for Students with Disabilities
Local Sequence Number: 002

Points to Be Earned: Maximum 120

DESCRIPTION

This component is designed to enable the regular and special education participant to research current alternate achievement standards aligned to the Florida curriculum standards and the ACCESS Points. Educators will learn the essential understandings in order to scaffold standards for students, learn instructional strategies, and investigate model lessons.

Upon successful completion of this professional learning activity, the participant will be able to incorporate into his/her instruction the principles presented in this professional learning so that all students are able to access the general education curriculum.

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Mastery of a specific instructional practice: Using Access Points
☒Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.4	☒ 2.2.3	☒ 3.2.3
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.2, 3.4.3

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 and understanding of the organization, structure, terminology, and contents of the state standards, ACCESS Points, and the essential understandings

2. Demonstrate ability to locate, interpret, and explain specific information contained within one or more of the state standards, the ACCESS Points, or essential understandings, and apply it to specific instruction for all students, regardless of disability.
3. Demonstrate ability to plan, coordinate, manage, and assess instruction based on the purpose and content of the standards and the Access Points identified as appropriate for the participant's assigned instructional course of study
4. Demonstrate the ability to use knowledge of the state standards, ACCESS points, and essential understandings to interpret student assessments 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 and to prepare students for the Florida Standards Alternative Assessment and/or FSAA end of course exams
5. Demonstrate the ability to use reinforcement to leverage new learning
6. Demonstrate the ability to identify and incorporate alternative/augmentative communication systems for pre-verbal students

LEARNING PROCEDURES (METHODS)

Participants will be engaged in one or more of the following types of professional learning activities. Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY:

Educators will:

1. Participate in discussions based on instructor's presentation
1. Discuss and apply research-based practices
2. Utilize web-based resources
3. Research case studies
4. Design instruction using the instructional families in multi-grade classrooms
5. Create collaborative learning activities
6. Utilize collaborative practices within various contexts
7. Engage in activities that use interactive technology
8. Access the course code descriptions for teaching access points

HOW THE EXPERIENCES WILL BE PROVIDED TO PARTICIPANTS DURING DELIVERY:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

1. Attend and participate in professional learning both face-to-face and/or online, as scheduled
2. Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
3. Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
4. When appropriate, participate in NEFEC Professional Learning Support (PLuS) or FDLRS support by engaging in online collaborative conversation with colleagues, providing feedback on lessons, and critically reflecting on instructional practice
5. Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content for use in classrooms. In addition, school administrators will routinely review meeting notes to provide support and resources as identified by team members to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress shared with district personnel

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 Methods for Staff Code: A-Changes in Instructional Practice

Evaluation Methods for Students Code: A-Standardized Student Growth Measures, B-School/Teacher Constructed Growth Measures, C-Portfolios, D-Observation of Student Performance, F-Other Performance Assessment

Who will use the evaluation impact data gathered 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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, inclusion facilitators, FDLRS HRD Specialists, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

a. What evaluation data address the value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. Schools and Districts design individualized evaluation forms as needed.

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, FDLRS facilitators, and district stakeholders. This information is used as a metric in the NEFEC/FDLRS internal evaluation system.

b. What evaluation data address the 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, FDLRS staff, District ESE Staff, 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/FDLRS 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

c. Who will use these aspects of PD evaluation data?

NEFEC (when appropriate), FDLRS, school-based, and district level stakeholders will examine evaluation data to determine the success of the professional learning. 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, FDLRS staff, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC

Spring 2016

FLORIDA'S SMALL GROUP PLANNING AND PROBLEM-SOLVING (SGPPS) PROCESS PREPARATION MODULE

COMPONENT IDENTIFIER NUMBER: 7-102-001

Minimum/Maximum Inservice Points: 15/30

TARGET GROUP

Educators participating in the small group planning and problem-solving process with an approved SGPPS facilitator/trainer including educators who want to lead the small group planning and problem-solving process for their school or department.

GENERAL OBJECTIVE

The course focuses on the Small Group Planning and Problem-Solving (SGPPS) process and assists educators in developing an understanding of the process, crucial interpersonal communication skills, and effective approaches for providing and receiving feedback. The course includes an online independent study preparation module (10 hours) and active participation in the SGPPS process with an approved facilitator/trainer (5-20 hours). No credit will be awarded for just completing the online module without the follow-up participation in the SGPPS process lead by an approved facilitator/trainer. Educators planning to lead the process with others must complete the online module, a minimum of 20 hours of participation in SGPPS group led by an approved facilitator/trainer and meet minimum expectations outlined on the SGPPS Facilitator Rubric.

SPECIFIC OBJECTIVES

Upon completion of this module, all participants will be able to:

- Define consultation and describe its essential characteristics.
- Differentiate between an expert model and a collaborative consultation model.
- Explain the ecological approach in a problem-solving process.
- Define interpersonal communication skills.
- Describe the benefits and research supporting the model.
- Identify various types of interpersonal communication skills employed by a facilitator in a problem-solving session.
- Understand the historical context and current need for systems change in schools.
- Identify and describe the key principles for organizational change.
- Articulate the importance of using a structured problem-solving process to guide educational organizational change.
- Discuss the similarities and differences between the four-step and eight-step problem-solving process.
- Identify and define each component of the eight-step small group planning and problem-solving process.
- Apply each component of the eight-step small group planning and problem-solving process to a real-world example.
- Define feedback and distinguish it from advice and evaluation.
- Describe how to provide feedback most effectively.

- Describe strategies on how to adjust providing feedback based on responses by others.
- Identify how providing effective feedback supports successful consulting efforts with districts and schools on the implementation of MTSS.
- Describe strategies on how feedback should be received.

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 the module content.

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 small group planning and problem-solving process.
5. Complete reflection journal prompts to actively engage with the material throughout the course of the module, as well as serve as a personal record for learning and reflections.
6. Complete self-check and interactive activities.
7. Complete video observations using checklists and video reflection questions provided in the module.
8. Complete the multiple choice assessment at the end of each unit.
9. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
10. Complete all activities to demonstrate understanding of consultation and collaboration skills.
11. Complete all activities to demonstrate understanding of the specific steps of the small group planning and problem solving process.
12. Complete all activities to demonstrate understanding of defining feedback, receiving feedback, and making feedback effective.
13. Participate in the SGPPS process with an approved SGPPS facilitator/trainer for a minimum of 5 hours (if planning to facilitate others in a school or department an individual must complete 20 hours of active participation with an approved SGPPS facilitator/trainer.

Evaluation:

Participants will complete "Required - Check Your Understanding" assessment 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%.

Follow-Up Strategies:

Follow-up is required by participating in the SGPPS process with an approved SGPPS facilitator/trainer for 5-20 hours. An individual desiring to lead others at their school or in their department must complete a minimum of 20 hours of active participation in the SGPPS process with an approved SGPPS facilitator/trainer and must meet the minimum expectations outlined on the SGPPS Facilitator Rubric. The approved SGPPS facilitator/trainer will use the rubric to

determine if facilitator expectations are met. If minimum professional development requirements and facilitator expectations are met, that individual may facilitate SGPPS at his or her school or department but is not considered an approved facilitator/trainer who can train others to lead the process.

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

RESEARCH:

The following is a summary of research and references to support the use of problem-solving in educational settings.

- Team processes and interpersonal skills can affect the quality of intervention selection, design and implementation. (Burns, Vanderwood, Ruby, 2005; Forman et al., 2013; Kelleher, Riley-Tillman, & Power, 2008; Kovaleski, 2002).
- How a problem is defined and analyzed greatly affects its potential for solution (Gresham,Watson, & Skinner, 2001; Shinn, 2002; Witt, Daly, & Noell, 2000).
- Student outcome improvement is mitigated by fidelity of using problem-solving process (Telzrow,McNamara, & Hollinger, 2000), and implementing interventions with fidelity (Forman et al., 2013; Gresham, et al., 1993).
- "Intervention" process and effectiveness is different from "implementation" process and effectiveness; a systems perspective is needed to solve barriers to implementing interventions (Curtis et al., 2008; Forman et al, 2013).

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Kratochwill, T.R., Elliott, S.N., & Callan-Stoiber, K. (2002). Best practices in school-based problem-solving consultation. In A. Thomas & J. Grimes (Eds.),Best practices in school psychology (4th edition; pp. 583-537). Washington, DC: NASP.

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FOUNDATIONS OF ESE (PDA)

COMPONENT IDENTIFIER NUMBER: ***1-103-001/ 1-103-002** (nonbankable)

Minimum/Maximum Inservice Points: **60/60**

**20 of the 60 inservice points may be used to meet the SWD requirement.*
*For tracking purposes, use *1-103-001 for the 20 SWD bankable points and 1-103-002 for the remaining 40 inservice points (nonbankable).*

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

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

1. Identify state and federal legislation and case law that have affected the education of students with disabilities
2. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, and access to general education, least restrictive environment, transition planning, and free appropriate public education)
3. Identify the required components of Individual Educational Plans, Family Support
4. Plans, and Individual Transition Plans
5. Identify the classification systems and eligibility criteria under the current
6. Individuals with Disabilities Education Act (IDEA)
7. Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics
8. Recognize the roles and responsibilities of IEP and child study team members.
9. Identify models of support for providing assistance in general education curricula.
10. Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,I
Implementation Methods: M,N,O,P,Q,R,S,T
Evaluation Methods: Staff - A,B,C,D,E,F,G Student – F,G,Z
FEAP: B1

HEARING IMPAIRED

COMPONENT IDENTIFIER NUMBER: 1-105-008

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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

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

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
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

INCLUSIVE EDUCATION

COMPONENT NUMBER: 2-100-011

Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 100 – Instructional Strategies for Students with Disabilities
Local Sequence Number: 011

Points to Be Earned: Maximum 120

DESCRIPTION

This component is designed to enable the regular and special education participant to identify, research, and implement research-based and current instructional strategies, innovative teaching techniques, and/or new instructional materials that can be used to improve the instructional process and/or the participant's professional learning as it relates to inclusive education.

Upon successful completion of this professional learning activity, the participant will be able to incorporate into his/her instruction the principles presented in this professional learning.

LINKS TO PRIORITY INITIATIVES

☒Assessment and tracking student progress
☒Collegial learning practices
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Mastery of a specific instructional practice: Strategies for SWD
☒Other: Needs Assessment/SIP (Best Practices in Inclusive Education BPIE is legislatively mandated; each school must complete the needs assessment and add a goal in SIP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.3	☒ 2.1.1, 2.1.2	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.4	☒ 2.2.3	☒ 3.2.3
Implementing	☒ 1.3.1, 1.3.2	☒ 2.3.1	☒ 3.3.1
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2	☒ 3.4.2, 3.4.3

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 innovative strategies, techniques, and/or materials appropriate for implementation or utilization in an inclusive setting
2. Identify innovative techniques, strategies, and/or materials, and describe in writing how each can be adapted to support specific inclusion objectives
3. Identify current research issues and trends in the field of inclusive education
4. Identify practical applications of the research in the inclusive classroom

5. Develop skills in analyzing school and/or classroom inclusive educational needs
6. Assess and explore the potential changes needed in the school's existing structure to meet the needs of all students
7. Identify the progression of inclusive practices and least restrictive environment (LRE) throughout the history of Exceptional Student Education
8. Develop activities that address the issues surrounding the diverse needs of learners
9. Construct a list of resources available for assistance with inclusive practices
10. Define characteristics of inclusive education including specific models of support and the continuum of services for students with disabilities
11. Develop attitudinal preparedness to establish an inviting learning environment for all children in the LRE and establish new perspectives in thinking about this responsibility
12. Identify and address barriers to social and academic access and involvement in the general education setting for students with a severe cognitive disability
13. Demonstrate the ability to identify, address, and progress monitor the learning needs of students with a severe cognitive disability in the general curriculum

LEARNING PROCEDURES (METHODS)

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

Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY:

Educators will:

1. Participate in discussions based on instructor's presentation
1. Discuss and apply research-based practices
2. Engage in research for web-based resources
3. Research case studies
4. Create collaborative learning activities
5. Utilize collaborative practices within various contexts
6. Engage in activities that use interactive technology
7. HOW the experiences will be provided to participants during delivery:
8. Face-to-face delivery
9. Collaborative practice in learning communities
10. Online coursework, when available
11. Blended content delivery, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

- Attend and participate in professional learning both face-to-face and/or online, as scheduled

- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- When appropriate, participate in NEFEC Professional Learning Support (PLuS) by engaging in online collaborative conversation with colleagues, providing feedback on lessons, and critically reflecting on instructional practice
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Collaborative planning and structured coaching support will enable participants to receive continuous feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content for use in classrooms. In addition, school administrators will routinely review meeting notes to provide support and resources as identified by team members to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress shared with district personnel

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 Methods for Staff Code: A-Changes in Instructional Practice

Evaluation Methods for Students Code: A-Standardized Student Growth Measures, B-School/Teacher Constructed Growth Measures, C-Portfolios, D-Observation of Student Performance, F-Other Performance Assessment

Who will use the evaluation impact data gathered?

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. Least restrictive environment (LRE) percentage data will be reported and analyzed.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, inclusion facilitators, FDLRS HRD Specialists, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

a. What evaluation data address the value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically. Schools and Districts design individualized evaluation forms as needed.

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.

b. What evaluation data address the 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

c. Who will use these aspects of PD evaluation data?

NEFEC (when appropriate), school-based, and district level stakeholders will examine evaluation data to determine the success of the professional learning. 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, teacher support colleagues, academic coaches, and educators.

Developed by NEFEC
Spring 2016

INCREASING OUTCOMES FOR ALL PRE-K CHILDREN IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS (PDA)

Component Number: 2-100-028
Function: 2 – Instructional Methodology/Faculty Development
Focus Area: 100 –
Local Sequence Number: 028
Points to Be Earned: 10

DESCRIPTION:

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

Content is 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

These topics include 26 Specific Objectives to be demonstrated for successful completion of the course, and the following resources as references:

- Department of Early Childhood (DEC) of Council for Exceptional Children (CEC), D*EC 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

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Instructional design and lesson planning
☒Learning environment
☒Mastery of a specific instructional practice: Click here to enter text.
☒Multi-tiered System of Supports (MTSS)
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.2, 2.1.3	☒ 3.1.2, 3.1.3, 3.1.4, 3.1.8
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6, 2.2.7	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC OBJECTIVES:

Topic 1: Overview of Resources and Terminology

1. Recognize definitions, types, and uses of key terms (for example, progress monitoring, standards, curriculum, response to intervention, prompting).
2. Recognize and define the key sections of FELDS and IEP's (for example, domain, subdomain, goal, and objective).
3. Identify resources associated with the use of FELDS, developmental checklists and continuum and other guides to evidence-based practices.
4. 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

5. 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.
6. Identify three levels of support (universal, individualized, intensive) from descriptions of classroom strategies.
7. Identify levels of prompts associated with facilitating independence for children.
8. Recognize the use of methods for reducing levels and frequency of prompts.

Topic 3: Progress Monitoring to Inform Instruction

9. Use examples of information in IEP goals to select methods of progress monitoring applicable for collecting data for specific purposes.
10. Identify methods for providing opportunities to apply skills across different contexts in order to observe and collect data related to skills being addressed.
11. Recognize strategies for individualizing instructional supports based on results of progress monitoring.

Topic 4: Review of Evidence-based Practices

12. Review information from Unit 2 related to Universal Design for Learning, individualized and targeted supports, and intensive interventions.
13. Review resources for implementation of supports, including the Teaching Pyramid Model, supports for environment, participation, social development, and communication.
14. 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

15. 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.
16. Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs for support in the social and emotional domain.
17. Identify opportunities to observe and collect data for progress monitoring related to social skills within a variety of early childhood settings.
18. 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

19. 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.
20. Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs for support in the motor domain.
21. Identify opportunities to observe and collect data for progress monitoring related to motor skills within a variety of early childhood settings.
22. 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

23. 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.
24. Use information in children's iep sections of present levels of performance and goals to address individual needs for support in the communication domain.
25. Identify opportunities to observe and collect data for progress monitoring related to communication skills and language concepts within a variety of early childhood settings.

26. Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in development of communication skills.

LEARNING PROCEDURES (METHODS): C: Electronic, Non-Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

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.

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:

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.

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

Participants 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.
Verification of completion of the follow-up activity by the participants' supervisor is required 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

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:

WHAT EVALUATION DATA ADDRESS THE 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.

WHAT EVALUATION DATA ADDRESS THE 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

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.
Summer 2020
Departments: FDLRS, FCIM, NEFEC
FEAP: A.2, A.3, B.1

INSTRUCTIONAL PRACTICES IN ESE (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
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

INSTRUCTIONAL TECHNIQUES AND MATERIALS FOR ESE

COMPONENT IDENTIFIER NUMBER: 2-100-004

Minimum/Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to increase participants' knowledge of instructional techniques and materials for use with exceptional students in teaching content areas and basic skills in accordance with the student's developmental levels and appropriate long-range goals.

SPECIFIC OBJECTIVES:

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

1. Demonstrate knowledge of selecting, developing, and sequencing the objectives in the selected content area to meet student learning needs.
2. Demonstrate knowledge of selecting, adapting, or developing instructional techniques and materials for a given set of instructional objectives and student needs.
3. Demonstrate the ability to effectively utilize differentiated instructional techniques in teaching content or basic skills.
4. Demonstrate ability to utilize differentiated instructional materials in teaching content or basic skills.
5. Demonstrate ability to describe and select techniques and materials appropriate for students with disabilities in inclusive classrooms.
6. Demonstrate ability to design and implement plan for providing assistance to students with disabilities and their general education teachers.
7. Demonstrate ability to describe and implement designated course accommodations for students with disabilities pursuing a standard diploma.
8. Identify techniques for involving parents in selecting appropriate techniques and materials for their children.

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
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,B

INSTRUCTIONAL TECHNOLOGY IN THE ESE CLASSROOM

COMPONENT IDENTIFIER NUMBER: 3-105-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff of exceptional students with the ability to use appropriate technology in the teaching and learning process.

SPECIFIC OBJECTIVES

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

1. Utilize appropriate learning media, computer applications, and other technology to address students' needs and learning objectives.
2. Utilize instruction and other electronic networks to provide students with opportunities to gather and share information with others.
3. 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 to enhance instruction.
4. Work with technical and instructional specialists available to each school, teacher and students to collaborate on instructional design and delivery.
5. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
6. Use technology resources to collect and analyze data, interpret results, and communicate finds to improve instructional practice and maximize student learning.
7. Understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
8. Model and teach legal, ethical and safe practice related to technology use.
9. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities while ensuring equitable access to technology resources for all students.
10. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
11. Apply current research on teaching and learning with technology when planning learning environments and experiences.
12. Plan strategies to manage students learning in a technology-enhanced environment.
13. Facilitate technology-enhanced experiences that address Florida Sunshine
    a. State Standards and higher order skills and creativity.

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
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,A3,A4

INTERPERSONAL INTERACTIONS AND PARTICIPATION (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
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: 3-100-003

- Function: 3
- Focus Area: 100
- Local Sequence Number: 003

Points to Be Earned: **Minimum 20 / Maximum 20**

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.

LINKS TO PRIORITY INITIATIVES:

☒ Academic content standards for student achievement
☒ Collegial learning practices
☒ Continuous Improvement practices
☒ Digital Learning/Technology Infusion
☒ Instructional design and lesson planning
☒ Professional and ethical behavior
☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1	☐ Click here to enter text.	☒ 3.1.5.
Learning	☒ 1.2.3, 1.2.4, 1.2.5	☐ Click here to enter text.	☒ 3.2.3., 3.2.4., 3.2.5.,
Implementing	☒ 1.3.1, 1.3.3	☐ Click here to enter text.	☒ 3.3.1., 3.3.3.,
Evaluating	☒ 1.4.3, 1.4.4	☐ Click here to enter text.	☐ Click here to enter text.

IMPACT AREAS

☒ 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:

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.

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.

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 week of work submission.

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.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered:

a. What evaluation data address the 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 address the 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.

Updated FDLRS, 2021

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 DEVELOPMENT AND COMMUNICATION SKILLS (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-002

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

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

1. Identify the sequence of expressive and receptive language development and the components of language structure
2. Identify communication deficits and select appropriate interventions
3. Select strategies for integrating communication instruction into educational settings
4. Select appropriate assistive technology and alternative communication systems to facilitate communication

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
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

LANGUAGE READING CONNECTION FOR DEAF/HARD OF HEARING (PDA)

COMPONENT NUMBER: 2-100-024

Function: 2
Focus Area: 100
Local Sequence Number: 024

POINTS TO BE EARNED: 10

DESCRIPTION: This course provides a foundation for educators working with students who are deaf or hard of hearing. The purpose of this course is to provide teachers with the research, strategies, and resources to deliver specially designed literacy instruction specific to the needs of students who are Deaf/Hard of Hearing (DHH).

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5
Learning	☒ 1.2.2, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3., 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- complete formative, summative, and progress monitoring tools specific to oral, signing, and silent reading fluencies
- define signed, oral, and silent reading fluency as it applies to students who are deaf or hard of hearing (DHH)
- describe accessibility considerations for students who are deaf or hard of hearing
- describe and analyze elements of text complexity which most significantly impact students who are deaf or hard of hearing
- describe strategies to teach vocabulary
- explain the benefits of teaching morphology
- explain the importance of signed, oral, and silent reading fluency as a component of reading for students who are DHH
- explain the need for explicit vocabulary instruction
- explain why students who are deaf or hard of hearing often have challenges with figurative language and inferencing
- identify strategies for teaching students to answer evidence-based questions
- identify the barriers to independently access vocabulary for students who are deaf or hard-of-hearing (DHH)

- identify the kinds of words to teach students
- utilize strategies to increase reading comprehension
- utilize techniques for improving fluency in a variety of instructional environments (classroom, push-in, itinerant)

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

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

1. Review all the course content, including additional resources, external links and videos. Pass the Check Your Knowledge quizzes at the end of each unit.
2. Complete a Reflection Journal.
3. Pass the final assessment with at least 80% accuracy.
4. Complete the follow-up activity options.

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

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, 3 or 4) - **For Certificate of Completion and in-service points**:

- Option 1 - Complete a Signed Reading Fluency Rubric (original or modified) on a cold and warm reading of a passage for a student on your caseload.
- Option 2 - Develop a literacy improvement plan for a student on your caseload. Use data collected from multiple sources to determine baseline performance and create a plan to increase the student's reading level at the intervention level (more than one year's growth in a year). Intervention plan should include collaboration with other teacher(s) and service providers to ensure cohesive implementation. Evidence of strategies or interventions learned in the course should be evident.
- Option 3 - Complete a timed oral running record with at least three entries for a student in your class.
- Option 4 - Complete a lesson plan related to vocabulary, comprehension, or fluency based on your students' current performance.

Verification of the completed follow-up activity is required by the participants' supervisor for a district to award 10 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.

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 address the 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 address the 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 2020
Departments: FDLRS, Professional Learning and Development, NEFEC

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https://avenuepm.org/info/kidspeak.html

LEADERSHIP FOR INCLUSION OF STUDENTS WITH DISABILITIES (PDA)

COMPONENT NUMBER: 7-103-001

Function: 7
Focus Area: 103
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 to provide participants with research-based information, best practice and specific resources and examples related to school leadership that supports positive outcomes for students with disabilities within effective inclusive schools. The course addresses the varied dimensions of school and collaborative leadership necessary to foster collective responsibility for students with disabilities, including the important partnerships with parents and families. In addition, it addresses the role of district leaders in supporting effective instruction for students with disabilities.

LINK(S) TO PRIORITY INITIATIVES:

☒Assessment and tracking student progress
☒Collegial learning practices
☒Instructional leadership (as per FPLS standards)
☒Learning environment (as per FEAPS standards)
☒Multi-tiered System of Supports (MTSS)
☒Organizational leadership proficiencies (as per FPLS)
☒Professional and ethical behavior

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5., 3.1.6
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1, 1.4.2	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define the terms disability and special education.
- Name the 13 areas of disability identified by federal law.
- State the importance of outcomes for students with disabilities.
- Explain special education in the context of current accountability requirements.
- Recognize examples of leadership standards and ethics.
- Describe the importance of school leadership for all students.
- Identify dimensions of leadership with a focus on students with disabilities.

- Define what inclusion means.
- Identify how inclusion is officially defined in the state of Florida.
- Tell how often students with disabilities are included in general education classrooms.
- Describe the basis for inclusion in federal law.
- Describe qualities of effective inclusive schools.
- Relate common challenges to inclusion.
- Describe resources for overcoming challenges to inclusion.
- Identify types of changes that are needed to develop an effective inclusive school.
- Recognize what can be learned from teachers' beliefs about inclusive schools.
- Identify types of principal leadership that relate to improving student outcomes.
- Explain how areas of principal leadership relate to the development of effective inclusive schools.
- Explain the importance of high expectations for students with disabilities.
- Identify key dimensions of instructional leadership related to students with disabilities.
- Relate collective and distributed forms of leadership to students with disabilities.
- Explain the importance of a collaborative culture for student and teacher success.
- Describe characteristics of collaborative work by school professionals.
- Describe key leadership practices for principals to promote and sustain collaboration.
- Identify major structures that enable teachers and specialists to collaborate in support of inclusive education.
- Consider the impact of IDEA on parental rights.
- Identify benefits of parent/professional partnering.
- Compare and contrast the traditional family involvement model to the parent/professional partnership model.
- Pinpoint key professional behaviors that facilitate successful collaborative relationships.
- Explore ways parents can support student achievement in special education.
- Describe how challenges facing principals become more manageable with system-wide leadership teams that oversee focused initiatives and monitor agreed upon practices.
- Explain how results-driven accountability is changing the ways that local special education administrators interact with principals to foster excellent and inclusive teaching and learning.
- Identify four strategies LSEAs or district exceptional student education (ESE) directors in Florida can demonstrate when supporting school leaders in serving students with disabilities.
- List ways in which principals and special education administrators can work together to create cohesive and inclusive instructional leadership for all learners.

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

- WHAT will occur during this professional development component delivery?

Participants will be responsible for completing a thorough review of all course content. Through independent study, they will complete a pre-assessment, review websites 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 address the value of the PD design?

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Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

LEADING WITHIN AN MTSS (PDA)

COMPONENT IDENTIFIER NUMBER: 7-105-001

Maximum Inservice Points: 5

This online professional development opportunity was developed in partnership with the Problem Solving and Response to Intervention Project at the University of South Florida, the Bureau of Exceptional Education and Student Services at the Florida Department of Education, and the Personnel Development Support Project at Florida State University, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Prerequisite knowledge for this course includes familiarity with the evidence-based model of multi-tiered systems of supports (MTSS). MTSS emphasizes the use of learning standards with student-centered data to develop, implement, and evaluate academic and behavior instruction that is delivered in varying intensities (tiers) based on student need.

TARGET GROUP

The *Leading Within an MTSS* course provides educational leaders with the context of Florida Department of Education's Multi-tiered Systems of Supports (MTSS) by leveraging the learning standards to assure all students succeed.

General Objectives:

- Gain insights to observing and documenting teacher and student actions that may be present in standards-aligned instruction across the tiers.
- Analyze and interpret elements of standards-aligned instruction across the tiers within a universal education.
- Prioritize next steps that can be taken at a systems level to ensure standards-aligned instruction occurs across the educational environment.

Specific Objectives:

- Define the terms standards-aligned instruction and universal education.
- Define what Universal Design for Learning (UDL) is and is not.
- Describe how the relationship between instruction and culture align with the school's core purpose.
- Describe qualities of effective systemic practices.
- Explain how integrating standards-aligned instruction across the tiers sets high expectations for all students.
- Explain standards-aligned instruction across the tiers in the context of universal education.
- Identify and define types of changes needed to develop an effective approach to standards-aligned instruction across the tiers.
- Identify how leading UDL practices is foundational to standards-aligned instruction across tiers.
- Identify ways to disperse leadership that relates to improving student outcomes.
- Recognize examples of leadership practices that support or hinder teaching and learning actions within an MTSS.

- Recognize what can be learned from instructional coaches', teachers' and students' beliefs about universal education.
- Reflect on possible implementation opportunities aligned to the school's desired results.
- Reflect on their school's current state of standards-aligned instruction across the tiers.
- Relate current systemic structural challenges to a universal education.

DESCRIPTION OF ACTIVITIES:

- Participant Course Workbook - The course workbook organizes the checkpoints and checks for understanding to offer a cohesive representation of participant's learning along the way.
- Introduction - The introduction is intended to set the purpose for each unit.
- Checkpoints - Checkpoints evolve and build upon one another throughout the units of the course. There are nine checkpoints total spread across the units.
- Check Your Knowledge - Strategically placed at the end of each unit, these checks assure the big ideas of the unit content are reflected upon.
- Videos - Audio, descriptive text, and videos are incorporated throughout the course to give life to examples of practice in the field.
- Glossary - Some terms are defined as participants encounter them for the first time. These terms are noted by a dotted underline. When participants click or tap on these terms, the definitions will be displayed.

In-service points can only be awarded by a Florida school district/organization with an approved Florida Master In-service Plan (MIP). It is recommended that educational leaders contact their individual school district's professional development department BEFORE beginning a course to verify the requirements that must be fulfilled in order to earn in-service credits towards renewal of a Florida educator's certificate.

In order to be eligible for possible district-awarded in-service credit for this course, participants must successfully complete all of the following items:

- **Review of All Course Content**
  Each content unit includes objectives, supplemental resources, performance-based assessment questions, and activities.
- **Final Assessment**
  Pass the final assessment with at least 80% accuracy. The final assessment can be accessed from the My Courses page, AFTER reviewing all the course content.
- **Performance-based Assessment**
  Complete the directions for the corresponding section of this document located at the end of each unit.
- **Follow-up Activity**
  Select and complete one of the options provided to implement what was learned. Complete instructions can be accessed under Required Next Steps on the My Courses page. They are ONLY available after participants have successfully passed the final assessment.
- **Follow-up Activity Verification Form**
  Submit the Follow-Up Activity and Verification Form to a supervisor to sign, then upload the signed verification form to the My Course page under Required Next Steps.

- **Satisfaction Survey**
  Complete the Satisfaction Survey. It can be accessed from Required Next Steps on the My Courses page. It is only available after ALL the above requirements have been completed.
- **Certificate of Completion**
  Print and submit the Certificate of Completion to the district's professional development department. It is located under Required Next Steps on the My Course page. It is ONLY available after ALL the above requirements have been completed.

EVALUATION:

Participants will complete the required final assessment with at least 80% accuracy. Participants are given unlimited trials to achieve the 80% passing rate, with a mandatory wait time of 24 hours between each retake.

Participants wanting to earn in-service points are required to complete one of four follow-up activity options in addition to the course content.

Follow-Up Strategies:

Following successful completion of the course, participants must complete the required steps below to complete the follow-up activity and submit it for verification by a principal or supervisor.

1. Complete the Participant Course Workbook found in the course.
2. Review the activities and requirements on the following pages and select ONE follow-up activity option to complete.
   Option 1: Targeted Observation and Feedback
   Option 2: Professional Learning Community (PLC)
   Option 3: Video or Audio Reflection
3. Participants use what they have learned to complete the follow-up activity, then submit the form to a principal or supervisor to sign, acknowledging that she/he has reviewed the follow- up activity.
4. Upload a scanned copy of the signed Verification Form to the My Independent Study Courses page under Required Next Steps.
5. Complete the Satisfaction Survey.

Verification of completed follow-up activities by the participants' supervisor is required for a district to award 5 in-service points. Each district is responsible to ascertain if the content of this course satisfies the content requirements for students with disabilities credit. Inservice points are awarded by the school districts through their Master Inservice Plan.

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MATH DIFFICULTIES, DISABILITIES AND DYSCALCULIA (PDA)

COMPONENT NUMBER: 2-100-026

Function: 2
Focus Area: 100
Local Sequence Number: 026

POINTS TO BE EARNED: 7

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 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 mastery in mathematics.

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)
- ☒ Mastery of a specific instructional practice
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define the terminology commonly associated with math difficulties and disabilities
- Identify the characteristics of dyscalculia
- Recognize the language and neurobiological basis of a math disability
- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges
- Define the terminology commonly associated with math difficulties and disabilities
- Identify the characteristics of dyscalculia

- Recognize the language and neurobiological basis of a math disability
- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges
- Define the terminology commonly associated with math difficulties and disabilities
- Identify the characteristics of dyscalculia
- Recognize the language and neurobiological basis of a math disability
- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges
- Describe the three elements of the CRA approach
- Explain some practices and strategies of instruction that are supported by utilizing the CRA approach
- Describe the three elements of the CRA approach
- Explain some practices and strategies of instruction that are supported by utilizing the CRA approach

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 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:

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.

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.

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:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

a. What evaluation data address the 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 address the 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 2020
Departments: FDLRS, Professional Learning and Development, NEFEC

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The Every Student Success Act (ESSA) Section 8002 (MTSS)

The Every Student Succeeds Act (ESSA) Section 8101 (21)(A)

MATRIX OF SERVICES (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

1. 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.
    1. Review all module content, related professional articles and websites.
    2. Review references and resources.
    3. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.

4. Identify key terms associated with the Matrix of Services document.
5. Complete activities to demonstrate understanding of the five domains of the matrix.
6. Complete activities to demonstrate understanding of the five levels of service in each domain of the matrix.
7. Complete activities to demonstrate an understanding of how to complete each domain to reflect services noted in the individual educational planning document.
8. Complete all comprehension checks.
9. 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

POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) MODULE (PDA)

COMPONENT IDENTIFIER NUMBER: 5-101-003

Minimum/Maximum Inservice Points: 20/20

TARGET GROUP

Developed by the FDLRS Administration Project and the Positive Behavior Supports Initiative of the Florida Department of Education as an online learning experience, the goal of this new independent Professional Development Alternatives (PDA) module is to provide educators, grades PK-12, with information related to implementing effective positive behavior support systems in classrooms. The module also provides a model of using the four-step problem solving process using real classroom data and allows participants the opportunity to practice planning for the steps using provided data and, through completion of the follow-up activity, using personal classroom data.

GENERAL OBJECTIVES

The focus of this module will be to provide information related to implementing effective positive behavior support systems in classrooms by using the four-step problem solving process.

SPECIFIC OBJECTIVES

- Understand the three focus areas with a Multi-Tiered System of Supports.
- Understand the guiding questions used at each step of the problem-solving process.
- Understand research regarding high probability hypotheses related to the classroom ecology that are related to common problem behaviors.
- Develop plans to monitor fidelity of implementation and impact on student outcomes aligned with practices targeted in the PBIS plan.

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

- Identify key classroom PBIS practices.
- Identify the four steps of the problem-solving process.
- Practice developing precise problem identification statements using case study data.
- Practice developing goal statements using case study data.
- Identify guiding questions used to inform the development of hypotheses related to classroom ecology variables associated with problem behavior in classrooms.
- Review and complete a data collection tool used to confirm or refute well-developed hypotheses in the classroom ecology domains.
- Practice developing and validating hypotheses using case study data.
- Revisit online resources used to strengthen the classroom ecology in order to prevent the occurrence of problem behavior and contribute to appropriate student behavior.
- Utilize the case study to identify resources online aligned with the validated hypotheses and practice developing a classroom PBIS plan that is aligned with validated hypotheses.

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:

- Review of all module content - This module includes an overview, five units with required materials for review, and a conclusion.
- Check Your Knowledge - These activities can be found at the conclusion of each unit.
- Practice Activity Workbook - As you work through the units you will be expected to reflect and respond to questions in a document provided to you for this purpose.
- Final Assessment - The Final Assessment can be accessed on the My Modules page after completion of the module and must be passed with 80% accuracy. If you do not pass with 80% accuracy, you must wait 24 hours before retaking the assessment.
- Follow-up Activity - After you successfully pass the Final Assessment, you can access the follow-up instructions and options from the My Modules page.
- Follow-up Activity Verification Form - After you have completed the follow-up activity, you must submit the Follow-up Activity Verification form to your principal or supervisor to sign. After reviewing your work, your principal or supervisor must sign the form to verify that you have completed the follow-up work in a satisfactory manner.
- Acknowledge Completion/Verification Form Upload - After your form has been signed, go to the verification link on the Module List page to acknowledge completion and upload the form. Satisfaction Survey - The Satisfaction Survey is located on the My Modules page and is only available after you have completed the above requirements.

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.

Follow-Up Activity:

Completion of a follow-up activity and implementation of what was learned is required. To complete the follow-up activity, participants should utilize the data-based four-step Problem Solving process to make adjustments to the critical classroom PBIS practices that ensure responsive behavioral systems within each classroom. The steps below are outlined in the Follow-Up Activity and Verification Form Instructions document and can be accessed after the final assessment is completed. Participants will:

1. Review the follow-up verification requirements in the Follow-Up Activity and Verification Form Instructions document.
2. Complete the activity as outlined.
3. Submit the Positive Behavior Intervention Supports Module Follow-up Activity

1. Verification form to their principal or supervisor to sign, acknowledging that he/she has reviewed the follow-up activity. FDLRS will NOT verify the follow-up activity.

4. Go to the PDA website at http://fl-pda.org/, sign into the Independent Study Modules, and go to Positive Behavior Intervention Support on the Module List. Select the "Verify follow-up activity" button.
5. Complete the Satisfaction Survey. Once the Satisfaction Survey is complete, participants will be able to view/download your Certificate of Completion. 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 for ascertaining 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. 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

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POSITIVE BEHAVIOR SUPPORT: UNDERSTANDING STUDENT BEHAVIOR

COMPONENT IDENTIFIER NUMBER: 5-101-001

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. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions
2. Identify data collection strategies to assess student behavior
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan
5. Recognize the various concepts and models of positive behavior management.

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
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

PRE-K FLORIDA CHILD OUTCOMES MEASUREMENT SYSTEM BATTELLE DEVELOPMENTAL INVENTORY 2ND EDITION (BDI-2) TRAINING MODULE (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 2nd 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 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

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READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA)

COMPONENT NUMBER: 2-100-018*

Function: 2

Focus Area: 100*

Local Sequence Number: 018*

POINTS TO BE EARNED: 20

*Use component number for SWD inservice points.

**Use component number for Reading inservice points.

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide participants with a better understanding of the characteristics of student reading challenges and the related instructional needs. It includes information intended to build the background knowledge and growth mindset of participants, so they are able to better meet the needs of students who face challenges with reading mastery.

LINK(S) TO PRIORITY INITIATIVES:

- ☒Assessment and tracking student progress
- ☒Continuous Improvement practices
- ☒Instructional design and lesson planning
- ☒Instructional leadership (as per FPLS standards)
- ☒Learning environment (as per FEAPS standards)
- ☒Multi-tiered System of Supports (MTSS)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define the terminology commonly associated with reading disabilities.
- Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.
- Recognize the language and neurobiological basis of reading disabilities.
- Summarize current research on dyslexia.
- Explain how a multi-tiered system of supports identifies and supports students with reading difficulties/disabilities.
- Show an awareness of the four types of reading assessments.

- Describe how the problem-solving approach is used to determine the specific needs of students with reading disabilities.
- Use the progress monitoring process to engage data-based problem solving within a multi-tiered system of supports approach to serving students with a variety of reading difficulties and disabilities.
- Define what is meant by evidence-based instruction.
- Explain how to match evidence-based instruction to the instructional needs of individual students.
- Determine if and when a change in content or pedagogy is needed within an intervention.
- Consider alternative options for instruction as necessary.
- Describe the six elements of a structured literacy instructional approach/program.
- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Explain some practices and strategies of instruction that support students with reading disabilities.
- Define what is meant by universal design for learning and instruction (UDL).
- Define what is meant by assistive technology (AT).
- Access UDL and AT technology supports for your students with a variety of reading difficulties and disabilities.
- Relate the importance of integrating AT into evidence-based and structured literacy practices.

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

- WHAT will occur during this professional development component delivery?

Participants will be responsible for completing a thorough review of all course content. Through independent study, they will complete a pre-assessment, review websites 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 address the 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 address the 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: DEVELOPING AND IMPLEMENTING AN EFFECTIVE PROGRAM (PDA)

COMPONENT NUMBER: 8-103-108

Function: 8
Focus Area: 103
Local Sequence Number: 108

POINTS TO BE EARNED: 20

Course Description: For students with disabilities, moving from school to post-school activities is a critical transition point. The role teachers and all educational personnel play in supporting students to achieve their postsecondary goals is crucial. Transition stakeholders must be equipped with the essential understandings, tools, and resources needed to assist students to identify and plan for the lives they want for themselves. This course is designed to assist schools identify the services and structures that assist students to make a successful secondary transition to become adults who are college, career, and life ready.

Upon completion of this course participants will demonstrate an awareness of the following:

1. The history of disability legislation and how the lives of individuals with disabilities have been improved by laws that support secondary transition.
2. Transition models and frameworks that support the delivery of transition services.
3. The function of the key transition-related federal indicators, which include indicators 1, 2, 13, and 14.
4. The importance of student input throughout transition planning and begins with transition assessment, the source of identifying the student's interests, preferences, strengths, and needs.
5. The role of measurable postsecondary goals in guiding the student's individual educational plan (IEP) to assist the student achieve the student's desired post-school outcomes.
6. The role of transition assessment in supporting student development in the areas of academic skills, self-determination and self-advocacy skills, and employment skills.
7. How a variety of instructional contexts support and strengthen student development.
8. The value of family involvement and support for the successful transition to post-school life for their youth.
9. The essential collaborative engagement by agencies, community organizations, school and district personnel, families, and students for the benefit of the students.
10. The agencies that are likely to support the student during secondary transition.
11. The nature of how program structures and practices support the efficient and effective delivery of transition-focused education and services.
12. The variety of useful program structures and practices that the progress students make toward their measurable postsecondary goals.
13. The positive impact of postsecondary education on post-school outcomes.
14. Independent living support needs can be organized around the areas of housing options, transportation, social and recreational activities, shopping and financial management, health and safety, and self-determination.

15. Employment success for students with disabilities depends on preparing students with disabilities for employment as well as preparing employers for youth with disabilities.
16. The predictors that indicate the student's attainment of positive post-school outcomes.
17. Terms and concepts related to employment outcomes.
18. The employability skills that lead to getting and keeping a job.
19. The agencies in Florida that provide assistance to students with disabilities who are seeking employment.
20. The specific factors that should be considered during transition planning such as the student's postsecondary goals, type of disability, location/setting, family involvement, and resources.
21. Transition planning for students in county jails and DJJ programs (detention centers, residential, day treatment, and prevention) follows the student's IEP and begins at student placement.
22. Transition needs for students with low incidence disabilities or unique situations, including students in county jails or served in DJJ, students with E/BD, and ID.

The content has been organized around nine topics:

1. Background, History, Models, Reporting, and Research Related to Secondary Transition
2. Student-Focused Planning
3. Student Development
4. Family Engagement
5. Interagency Linkages and Collaboration
6. Program Structures
7. Post-School Life
8. Employment: Preparing Students with Disabilities for Employment and Preparing Employment for Students with Disabilities
9. Special Considerations

The nine-course topics include 55 objectives to be demonstrated by those who successfully complete the course. Objectives reference the following sources:

- BESE Portal to Professional Development Alternatives (PDA)
- College and Career Readiness and Success Center (CCRS Center) - Improving College and Career Readiness for Students with Disabilities
- Disability and Legislation History
- Division of Blind Services (DBS)
- Elementary and Secondary Education Act of 1965
- Employment Checklist for Students with Disabilities
- The Evolution of Special Education
- Family Network on Disabilities (FND)
- Florida Center for Students with Unique Abilities
- Florida Coordinating Council for the Deaf and Hard of Hearing
- Florida Department of Education, Help Choosing a School or College
- Florida Department of Education, Pathways to Success (2+2 System)
- The Individuals with Disabilities Education Act and Secondary Transition
- Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)

- Project 10, Benchmarks for Middle School Transition Planning
- Project 10, Career and Technical Education: Enhancing Educational Experiences in Middle School, High School, and Postsecondary Education
- Project 10, Early Warning Systems (EWS)
- Project 10, Employment
- Project 10, Family Involvement
- Project 10, Florida Graduation Pathways Chart
- Project 10, Getting Ready for Educational Opportunity after High School: Families Support Students for Success
- Social Security Administration's Red Book
- Taxonomy for Transition Programming 2.0: A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs
- The Meaning of Brown for Children with Disabilities
- Title 34, Code of Federal Regulations (CFR) Section 300.101, Free Appropriate Public Education
- Title 34, CFR §300.320(b), Description of Individualized Educational Program (IEP)
- Vocational Rehabilitation (VR) Transition Youth Services

Specific Objectives:

Topic 1: Background, History, Models, Reporting, and Research Related to Secondary Transition

- Identify key events in the history of special education and secondary transition.
- Give examples of legislation and initiatives that impact secondary transition.
- Recall early transition models and frameworks and describe Taxonomy for Transition Programming 2.0.
- Define the four transition indicators and how they work together to support students.
- Give examples of research on evidence-based predictors of positive post-school outcomes and describe data-based decision-making in transition planning.

Topic 2: Student-Focused Planning

- Describe the unique components of the TIEP.
- Explain the importance of age-appropriate transition assessment.
- Relate how present levels of academic and functional performance are assessed.
- Tell how to write and implement measurable post-secondary goals.
- Articulate the composition of a course of study and its importance.
- Describe transition services, including responsibilities and linkages.
- Explain how to write measurable annual goals and an evaluation plan.
- Give examples of monitoring and documenting student progress.
- Practice using the Florida Indicator 13 Checklist C.

Topic 3: Student Development

- Explain why transition assessment is needed to write the measurable postsecondary goals.
- Explain how the development of academic skills and course of study is linked to transition assessment.
- Explain the difference between self-determination and self-advocacy.
- Explain the student outcomes that result from social and emotional competency development.
- Explain the importance of work-based learning experiences to the development of employment skills.
- Describe the role of transition assessment in developing a plan for student supports.
- Explain the impact of instructional context on student development.
- Describe pre-employment transition services and to whom these services are available.

Topic 4: Family Engagement

- Summarize some of the suggested responsibilities families may engage in to contribute to their student's transition success.
- Identify strategies to empower families, including removing barriers, to be partners in the IEP and transition planning processes.
- Explore transition-related informational resources to select resources and information to share with families.

Topic 5: Interagency Links and Collaboration

- Identify the purpose and explain the benefits of interagency collaboration during the transition planning process.
- Summarize the legislation and initiatives that support interagency collaboration, including the Workforce Innovation and Opportunity Act (WIOA) and Employment First.
- Compare agencies and organizations that provide supports to individuals with disabilities in transition.
- Select strategies that facilitate interagency collaboration and describe how to will apply them within context to connect students and their families with the individualized supports they need for post-school success.

Topic 6: Program Structures

- Recognize Program Structure Practice as described by the Taxonomy for Transition Programming 2.0.
- Identify transition programming structures in practice and know where to find information related to program implementation.
- Compare Florida's graduation options in order to explain the options to students and their families, including implications for postsecondary education and options.
- Recall various models of providing extended transition services and construct recommendations for increasing extended transition opportunities in a district.

Topic 7: Post-School Life

- Describe program structures that support students with disabilities to prepare for post-school life, including postsecondary education and independent living.
- Compare the differences in postsecondary institution types and admissions practices in order to inform transition programming and student preparation for desired postsecondary education options.
- Summarize the differences between secondary and postsecondary education, including the differences in policy supporting students while in school and in post-school.
- Identify independent living resources and supports, including life skills instruction and benefits planning.

Topic 8: Employment: Preparing Students with Disabilities for Employment and Preparing Employment for Students with Disabilities

- Describe state and federal employment initiatives and how they support students with disabilities.
- Define key terms and concepts related to the employment of individuals with disabilities.
- Describe how to prepare students with disabilities for employment.
- Describe how to prepare employment opportunities for students with disabilities.
- Outline the steps of effective job development.
- Identify employment resources for educators to use for instructional purposes.
- Identify job-search resources for students to use when seeking employment.

Topic 9: Special Considerations

- Compare student exceptionality data in Florida to determine high and low-incidence disability categories.
- Compare the implications for secondary transition needs by abilities and needs.
- Identify and select resources related to exceptionality categories to find further information to support secondary transition for students.

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must:

- Complete 100% of the "Check for Understanding" question/response sections.
- Complete a final 50-question Final Assessment with at least 80% accuracy.

Following successful completion of the course, participants must complete the Culminating Activity. Participants will use what they have learned in this course to complete an evaluation of the transition program in their school or school district. They will complete the Evaluation Timeline of Transition Activities. There is a middle school and high school version of this activity. Participants will use the school-level evaluation associated with the grade level of students they serve. The

purpose of this activity is for course participants to determine if these recommended transition benchmarks are being provided through the school district's transition program, an alternative community program/agency, or through the family with communication and support from the district.

Updated 2022

SIM – CONTENT MASTERY ROUTINE (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-21

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 approaches 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 recommendations for revision through a component evaluation.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
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)

COMPONENT IDENTIFIER NUMBER: 2-100-22

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 approaches 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 recommendations for revision through a component evaluation.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
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 (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-023

Maximum Inservice Points: 10

TARGET GROUP

This course was developed by the Personnel Development Support Project, in collaboration with the Florida Diagnostic and Learning Resources System and the Technical Assistance and Training System (TATS). It is designed for educators who want to enhance their skills in working with prekindergarten students with disabilities.

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 Pre-K. It provides an overview of developmental skills and milestones as they relate to children's participation in pre-kindergarten classrooms.

Specific Objectives:

- Compare and contrast the classifications and eligibility criteria established under IDEA and in the Florida State Board of Education rules.
- Explore how specially designed instruction for students with disabilities is related to universal instruction.
- Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
- Identify instructional tools that can be used to support a differentiated environment that is responsive to individual learner needs.
- Identify models of support for assisting students with disabilities in accessing the general education curricula.
- Identify ongoing informal assessment techniques for adjusting instruction.
- Identify state and federal legislation that has affected the education of students with disabilities.
- Identify the guidelines of differentiated instruction used to maximize achievement for all students.
- Identify the principles and guidelines of Universal Design for Learning to eliminate barriers to learning.
- Identify the six principles of the Individuals with Disabilities Education Act (IDEA).
- Identify various adjustments that can be made to instruction to support a differentiated learning environment.
- Recognize the sequence in the exceptional education process from referral to reevaluation.
- Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected.
- Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children.

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

1. Define and identify the federal and state requirements for identification and provision of services to students with disabilities.
2. Compare and contrast development and characteristics of students with disabilities to non-disabled peers.
3. Identify strategies for differentiating, adapting and providing accommodations in the classroom for students with disabilities.
4. Identify instructional methods for integrating instruction in the classroom.

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:
Complete pre-assessment.

1. Complete all online learning activities.
2. Review all course 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 sequential 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 "Required - Check Your Understanding" activities within each unit of the course.
10. Complete the final post-assessment with an 80% or higher accuracy rate.

Evaluation:

Participants will complete required – "Check Your Understanding" activities in each unit of the course. Participants will be required to complete a final post-assessment at the end of the course and must score a minimum of 80% in order to print out a course completion certificate.
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. All required documents and instructions are available for download once the participant has completed all previous steps of the course.

1. Review the activities and requirements on the following pages and select ONE follow-up activity option to complete.
    Option 1: Instructional Plan
    Option 2: Written Reflection

Option 3: Application of Module Content and Resources

2. 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.
3. Upload a scanned copy of the signed Verification Form to the My Independent Study Courses page under Required Next Steps.
4. Complete the Satisfaction Survey.

Verification of completed follow-up activities by the participants' supervisor is required for a district to award 20 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. This component is intended to be completed in its entirety. No partial credit will be granted.

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SURROGATE PARENT (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.
1. Identify requirements to become 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 which students need to have a surrogate parent appointed and list possible reasons for the appointment.
5. Identity the duties and responsibilities of surrogate parents in working with Florida's exceptional students.
6. Provide examples as to how surrogate parents can work effectively with schools.
7. Provides examples of when surrogate parent services may be terminated.
8. Identify and demonstrate an understanding of exceptional student program areas in Florida.
9. Describe the basic steps in the exceptional education process in place for Florida's exceptional students who need specially designed instruction and related services.
10. Describe the role of the surrogate parent on the individual educational planning team.
11. Identify the federal and state laws related to surrogate parents and the role of the surrogate parent in working with exceptional students.
12. Identify and describe procedural safeguards and their impact on surrogate parent rights and responsibilities.
13. Explain why surrogate parents need a support crew and identify who may serve on the crew.

14. Identify the requirements of the Individuals with Disabilities Education Act with regard to surrogate parent eligibility, requirements, and student rights.
15. 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.
16. Review Florida resources, supports and advocacy organizations relevant for surrogate parents.
17. 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.
18. Identify the school district's responsibility in recruiting, training, appointing, and terminating surrogate parents.
19. Describe the steps involved in becoming a surrogate parent, from application to termination.
20. 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.
21. Review all module content, related professional articles and websites.
22. Review references and resources.
23. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
24. Identify key terms associated with the exceptional students with disabilities and the role of the surrogate parent in serving those students.
25. Complete activities to demonstrate understanding of the requirements and role of individuals acting as surrogate parents.
26. Complete activities to demonstrate understanding of all steps involved at the district level in recruiting and training surrogate parents.
27. 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.
28. Complete all comprehension checks.
29. 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

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TEACHING METHODOLOGY FOR EXCEPTIONAL STUDENTS

COMPONENT IDENTIFIER NUMBER: 2-100-008

Maximum Inservice Points: 120

GENERAL OBJECTIVE

The purpose of this component is to provide teachers and staff of exceptional students 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 with disabilities.

SPECIFIC OBJECTIVES

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

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

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
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,A3

TEACHING STUDENTS WITH DISABILITIES (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

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TEACHING STUDENTS WITH DISABILITIES FOR PHYSICAL EDUCATION (PDA)

COMPONENT NUMBER: 2-100-025

Function: 2
Focus Area: 100
Local Sequence Number: 025

POINTS TO BE EARNED: 20

DESCRIPTION: Teaching Students with Disabilities for Physical Education was written and developed for physical educators. This component is intended to be completed in its entirety. No partial credit will be granted. Teaching Students with Disabilities for Physical Education provides physical educators 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.

LINK(S) TO PRIORITY INITIATIVES:

☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Multi-tiered System of Supports (MTSS)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.2, 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒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:

Compare adaptive tools and other technology.
Compare characteristics of pre-assessment, formative assessment, and summative assessment.
Describe the eligibility criteria for each of Florida's disability categories.
Describe the five major federal laws that have impacted the education of students with disabilities.
Describe the steps that must be included in the exceptional student education process.
Describe the three levels of support in a multi-tiered system of supports.
Identify six instructional delivery components that can be used to make instruction more intensive.

Identify six instructional design components that can be used to make instruction more explicit.
Identify the guidelines of differentiated instruction used to maximize achievement for all students.
Identify the principles and guidelines of Universal Design for Learning in order to eliminate barriers to learning.
Identify things to consider when creating your grading practices.
Identify tools and strategies that can be used to help students organize, learn, and retain information.
List the range of placement options when providing services for students with disabilities.
Provide examples of informal assessments.
Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children.
Understand ways to differentiate assignments.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will complete required – "Check Your Knowledge" activities in each unit of the course.
Participants will be required to complete a final post-assessment at the end of the course and must score a minimum of 80% in order to continue to the follow-up options.
Participants are given unlimited trials to achieve an 80% passing rate, with a mandatory wait time of 24 hours between each retake.

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 wanting to earn in-service points are required to complete one of two follow-up activity options in addition to the course content.

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

Follow-Up Options: Following successful completion of the course, participants must complete one of the follow-up activity options to demonstrate level of competency.
Follow-up Activity (Option 1or 2) - For Certificate of Completion and in-service points:

Option 1 - Instructional Plan

- Identify what is most important for your students to know, understand, and be able to do for a unit of instruction.
- Give a formal pre-assessment that will yield a numerical score and give you information for differentiating your instruction.
- Develop a written instructional plan for a minimum of two weeks. Using information from the course, include specific strategies/techniques that will be integrated to ensure that students with disabilities will achieve the targeted goals of the plan.

- After completing the instruction, give a summative assessment. The assessment should measure the same goal(s) as the pre-assessment and should align with what you identified as most important for students to know, understand, and be able to do.

Option 2 - Written Reflection

- Review an IEP of a student with disabilities and write a reflection of at least 600 words on how the content from Teaching Students with Disabilities for Physical Education course would assist an educator in meeting the needs of the student and help them to achieve academic success. Remember not to identify the student by name in your reflection.

Verification of the completed follow-up activity is required by the participants' supervisor for a district to award 10 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 Professional Learning Catalog (PLC), formally Master Inservice Plan (MIP). Those outside of a school district should follow the process set up by their agency.

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:

What other forms of evaluation data will be gathered:

a. What evaluation data address the 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 address the 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

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TEACHING STUDENTS WITH DISABILITIES IN THE FINE ARTS (PDA)

COMPONENT NUMBER: 2-100-016

Function: 2
Focus Area: 100
Local Sequence Number: 016

POINTS TO BE EARNED: 20

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services, the Florida Music Educators' Association, Florida State University and the Florida Division of Cultural Affairs as an online learning experience. This course provides educators of music, visual arts, dance and theatre information about the foundations of exceptional student education, the provision of services for students with disabilities and instructional practices that can be used not only for students with disabilities, but with all students. The course provides participants with a historical overview of state and federal legislation and the impact of the legislation on the education of students with disabilities. It includes information on a multi-tiered system of supports and the problem-solving process. It also provides a brief overview of Florida's exceptional student education policies and procedures and models of support.

LINK(S) TO PRIORITY INITIATIVES:

- ☒Assessment and tracking student progress
- ☒Continuous Improvement practices
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Multi-tiered System of Supports (MTSS)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.2, 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S): SELECT ALL THAT APPLY

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

1. Describe the five major federal laws that have impacted the education of students with disabilities.
2. Describe the three levels of support in a multi-tiered system of supports.
3. Describe the steps that must be included in the exceptional student education process.
4. 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 for completing a thorough review of all course content. Through independent study, they will complete a pre-assessment, review websites 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 address the 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 address the quality of implementation of the PD?
To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:
Discussion board entries, when relevant
Quality of participation in the NEFEC Professional Learning Support, when appropriate
Alignment and quality of student artifacts that participants submit in tiered level of support
Quality of instruction that teachers demonstrate
Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
c. Who will use these aspects of PD evaluation data?
NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019
Departments: FDLRS, Professional Learning and Development, NEFEC
Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

TECHNOLOGY FOR THE DIVERSE CLASSROOM (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-004

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.

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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

Updated by FDLRS, 2021 to replace Technology for Student Success - An Introduction

TECHNOLOGY TO SUPPORT READING COMPREHENSION (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-005

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.

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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
Updated FDLRS 2021

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

USHER SYNDROME SCREENING (PDA)

COMPONENT NUMBER: 4-102-007

Function: 4
Focus Area: 102
Local Sequence Number: 007

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This course provides a professional development opportunity to help school personnel in conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing, 6A-6.03013(6), F.A.C. The course provides information on Usher syndrome; instructions on how to conduct a screening, including the actual forms needed to conduct a screening; and guidelines pertaining to the next steps after the screening.

LINK(S) TO PRIORITY INITIATIVES: IDENTIFY THE ALIGNMENT OF THE TARGETED PROFESSIONAL LEARNING WITH KEY DISTRICT PRIORITIES (SELECT ALL THAT APPLY)

☒Assessment and tracking student progress
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Regulatory or compliance requirements
☒Other: Conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing per 6A-6.03013(6), F.A.C.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☐	☐	☐
Learning	☒ 1.2.5	☒ 2.2.5,	☒ 3.2.5
Implementing	☒ 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S): SELECT ALL THAT APPLY

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
SPECIFIC LEARNER OUTCOMES:
Upon completion of this course, participants will understand or be able to do the following:

- Define Usher syndrome.
- Define dual sensory impairment.
- Explain the concern with students being under-identified.
- Explain why Usher syndrome screening is important and who must participate.
- List individuals involved in performing the Usher syndrome screening.
- Explain the parts of an audiogram.
- Identify the degrees of hearing loss.

- Name three types of hearing loss.
- Describe the vision loss symptoms first experienced by someone who has Usher syndrome.
- Describe the field of vision experienced by someone who has Usher syndrome.
- Describe the characteristics of the three types of Usher syndrome.
- Identify the audiogram associated with each type of Usher syndrome.
- The types of audiograms or hearing loss that do not need to move onto paper screening.
- The types of audiograms or hearing loss that need further screening.
- Describe the purpose of the letter of notification and the required process if a parent or guardian refuses screening.
- Identify and implement three questionnaires which are part of the paper screening process.
- Identify the three parts to the on-site screening.
- Identify the people, materials, and room set up necessary to complete the on-site screening.
- Identify the procedures for each of the on-site screenings.
- Compile and interpret all screening activity results.
- Identify when pass, re-check, or refer the student for a medical diagnostic genetic evaluation.
- Submit outcome information to the IEP team and parent or guardian, that includes applicable referral information.

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre-assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: ELECTRONIC, NON-INTERACTIVE

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. For the follow-up activity, participants must select a student from their district and complete an Usher syndrome screening using the steps outlined in this course and write up their results in a narrative format explaining the findings and why the student was considered low or high risk.

Verification of completion of the follow-up activity by the district contact person for Usher syndrome or the Resource Materials and Technology Center for the Deaf and Hard of Hearing is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

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

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: DESCRIBE WHAT WILL BE DONE WITH THE DATA OBTAINED THROUGH THE EVALUATION PROCESSES

What other forms of evaluation data will be gathered:

a. What evaluation data address the 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 address the 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

VISUALLY IMPAIRED

COMPONENT IDENTIFIER NUMBER: 1-105-007

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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 OBJECTIVES

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

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

PROFESSIONAL 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

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

Section 5

Special Programs

EARLY LEARNING

EMERGENT LITERACY FOR VPK INSTRUCTORS – ONLINE PROFESSIONAL LEARNING

COMPONENT NUMBER: 1-408-007

Function: 1
Focus Area: 408
Local Sequence Numbers: 007

Points To Be Earned: 5

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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Mastery of a specific instructional practice: Emergent literacy practices for VPK classrooms

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

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.

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Electronic, Interactive

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.

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.

Developed by the Office of Early Learning, 2021

ENGLISH LANGUAGE LEARNERS IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING

COMPONENT NUMBER: 1-408-008

Function: 1
Focus Area: 408
Local Sequence Numbers: 008

Points To Be Earned: 5

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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Mastery of a specific instructional practice: Develop culturally sensitive learning environments

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

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.

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 tasks 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.

IMPLEMENTATION/MONITORING PROCEDURES:

Electronic, Interactive

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.

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 of the impact of this professional learning opportunity.

Developed by the Office of Early Learning, 2021

IMPLEMENTING THE FLORIDA STANDARDS IN PRESCHOOL CLASSROOMS: 3 YEARS OLD TO KINDERGARTEN– ONLINE PROFESSIONAL LEARNING

COMPONENT NUMBER: 1-408-004

Function: 1
Focus Area: 408
Local Sequence Numbers: 004
Points To Be Earned: 5

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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Mastery of a specific instructional practice: Implementing the Florida Early Learning and Developmental Standards

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

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.

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Electronic, Interactive

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.

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.

Developed by the Office of Early Learning, 2021

INTEGRATING THE STANDARDS: PHONOLOGICAL AWARENESS – ONLINE PROFESSIONAL LEARNING

COMPONENT NUMBER: 1-408-005

Function: 1
Focus Area: 408
Local Sequence Numbers: 005

Points To Be Earned: 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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Mastery of a specific instructional practice: Implementation of phonological awareness components

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

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.

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Electronic, Interactive

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.

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.

Developed by the Office of Early Learning, 2021

LANGUAGE AND VOCABULARY 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

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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Mastery of a specific instructional practice: Strategies for increasing language and vocabulary with young children

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

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.

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Electronic, Interactive

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.

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.

Developed by the Office of Early Learning, 2021

MATHEMATICAL THINKING FOR EARLY LEARNERS – ONLINE PROFESSIONAL LEARNING

COMPONENT NUMBER: 1-408-009

Function: 1
Focus Area: 408
Local Sequence Numbers: 1-408-009

Points To Be Earned: 5

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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Mastery of a specific instructional practice: Plan activities to integrate math concepts and skills

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

- 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.

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Electronic, Interactive

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.

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.

Developed by the Office of Early Learning, 2021

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

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). 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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Continuous Improvement practices

☒ 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

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

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

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.).

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.

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.

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.

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.

Developed by the Office of Early Learning, 2021

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

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. 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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Continuous Improvement practices

☒ 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.

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

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

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.

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 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.

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.

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.

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.

Developed by The Office of Early Learning, 2021

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

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.

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.

LINK(S) TO PRIORITY INITIATIVES:

☒ Continuous Improvement practices

☒ 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.

FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Learning	☒ 2.1: Learning Outcomes
Implementing	☒ 3.1: Implementation of Learning

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

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.

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.

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.

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.

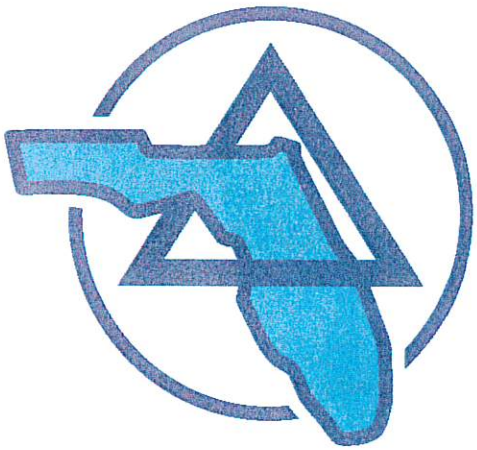
PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

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.

Developed by the Office of Early Learning, 2021

Section 6

Endorsements



Autism Spectrum Disorders

Add-On Endorsement Program K-12

2020-2025

A Cooperative Effort to Provide Professional
Learning Options to Participating NEFEC Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental Research School, Putnam, Suwannee, and Union

Autism Spectrum Disorder Add-On Endorsement Program K-12

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AUTISM SPECTRUM DISORDER ADD-ON ENDORSEMENT PROGRAM K-12

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.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.stml

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.

A. NEED FOR PROGRAM

The NEFEC 2015-2020 Autism Spectrum Disorder Endorsement Program did not have any educators participating in the program. The program required 240 hours of face-to face time and a full-time facilitator. FDLRS has developed online courses for the 2020-2025 ASD Endorsement Program that will improve accessibility for NEFEC teachers, thus enabling this endorsement to be attractive for participants living in rural districts.

DISTRICT	# of Teachers who completed the NEFEC ASD Endorsement Program	# of Students with ASD Currently Enrolled
BAKER	0	38
BRADFORD	0	54
COLUMBIA	0	126
DIXIE	0	17
FLAGLER	0	203
GILCHRIST	0	22
HAMILTON	0	14
HERNANDO	0	355
LAFAYETTE	0	14
LEVY	0	72
MADISON	0	32
MONROE	0	148
PUTNAM	0	164
SUWANNEE	0	82
UNION	0	51
FSU LAB SCH	0	18
UF LAB SCH	0	*

PROGRAM CONTENT/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.

A. SPECIALIZATION/PROFESSIONAL STUDIES

6A-4.01796 Specialization Requirements for Endorsement in Autism Spectrum Disorders – Academic Class.

(1) A bachelor's or higher degree with certification in any exceptional student education area; and,

(2) Twelve semester hours to include:

(a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);
(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;
(c) Behavior management and positive behavior supports for students with autism spectrum disorders;
(d) Assessment and diagnosis of autism spectrum disorders; and,
(e) Field-based experience with students with autism spectrum disorders.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-02.

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.

B. 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.

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.

A. INSTRUCTIONAL STRANDS

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
The Basics of Autism History and Assessment Evidence Based Practices Parental Involvement Sensory Differences Visual Schedules Social Narratives and Social Skills Structured Work Systems Quality Individualized Education Program (IEP)	1. Challenging Behavior in Autism 2. Applied Behavioral Analysis (ABA) 3. Decreasing Challenging Behavior 4. The Power of Reinforcement 5. Social Skills 6. Beginning the Functional Behavioral Assessment (FBA) 7. Self-Monitoring 8. Data Collection 9. Completing the Functional Behavioral Assessment (FBA)	1. The Basics-Communication in Autism Spectrum Disorders 2. Augmentative/Alternative Communication Systems (AAC) 3. AAC in the School Setting 4. Functional Communication Training 5. Assistive Technology 6. Technology Aided Instruction and Intervention (TAII) 7. Communication and Collaboration in the School 8. Transition and Community

	and Positive Behavior Intervention Plan (PBIP)	Based Instruction 9. Transition

B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	**EVALUATION (STAFF/PARTICIPANT)**
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of "High Effect" Practice(s) I. Job Embedded J. Deliberate Practice	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	**EVALUATION (STUDENTS)**
A. Quality of Instruction A1. Instructional Design and Lesson Planning A2. The Learning Environment A3. Instructional Delivery and Facilitation A4. Assessment B. Continuous Improvement, Responsibility and Ethics B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct	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) G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

C. TRAINING COMPONENTS

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: **1-100-006**

Function: 1 – Subject Content/Academic Standards
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 006

POINTS TO BE EARNED: **MINIMUM 80 / MAXIMUM 80**

DESCRIPTION:

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

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT 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

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 databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques.

LEARNING PROCEDURES (METHODS):

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

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

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 TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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 Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: 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?

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 the 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 address the 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.

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: **1-101-002**

Function: 1 – Subject Content/Academic Standards
Focus Area: 101 – Classroom Management
Local Sequence Number: 002

POINTS TO BE EARNED: **MINIMUM 80 / MAXIMUM 80**

DESCRIPTION:

This course 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

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT 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

SPECIFIC LEARNER 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):

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

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

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 TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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 Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: 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?

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 the 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 address the 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

Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: 3-100-007

Function: 3 – Computer Science / Technology Education
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 007

POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80

DESCRIPTION:

Participants will be able 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

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT 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

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):

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

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

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 TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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 Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: 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?

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 the 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 address the 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

D. AUTISM SPECTRUM DISABILITY ALIGNMENT MATRIX

Competency Number *	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards*	Method of Competency Demonstration
Module 1: Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience **Component Number: 1-100-006**			
2a	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. 3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity, and programs in the field of autism.	DDA.1.K1, DDA.1.K2, DDA.1.K3, DDA.6.K4 *SEDAS.1.K5, SEDAS.5.K1 SEDAS.1.S1, SEDAS.1.S2, SEDAS.1.S3, SEDAS.4.S1, SEDAS.4.S2,*	1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e	2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with 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	DDA.1.K1, DDA.1.K8, DDA.4.K1, DDA.4.K3, DDA.6.K1, DDA.6.K3, DDA.6.K5, *SEDAS.1.K1, SEDAS.1.K2, SEDAS.1.K3, SEDAS.4.K1, SEDAS.5.K1 SEDAS.4.S2,*	1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	7. Describe the impact of autism on the family.	DDA.6.K7, DDA.7.K1	1. Research data regarding parental involvement in schools and how

	8. Demonstrate the ability to work effectively with parents.	*SEDAS.5.K1, SEDAS.6.K1, SEDAS.6.K2* *SEDAS.1.S10, SEDAS.4.S2, SEDAS.7.S4*	this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2d, 2e	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. 21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.	DDA.6.K2, DDA.4.K4, DDA.2.S4, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S3, DDA.5.S4, DDA.5.S14, DDA.5.S16 *SEDAS.1.K4, SEDAS.2.K2 SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6, SEDAS.3.S1, SEDAS.3.S12, SEDAS.3.S14*	1. Analysis of assessment results 2. Development of IEP SMART goals 3. Make decisions regarding accommodations and instructional strategies 4. Field experience application of course concepts 5. Quiz
2a, 2e	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. 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	DDA.1.K4, DDA.4.K2, DDA.5.K1 DDA.5.S6, DDA.5.S5, DDA.5.S9, DDA.5.S11, *SEDAS.5.K1* *SEDAS.1.S3, SEDAS.3.S5, SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, SEDAS.4.S2*	1. Research Evidence-based Practices (EBP) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

	reinforcement in teaching skills, shadowing, modeling and scaffolding. 22. Demonstrate transfer, lifting and positioning techniques.		
2a	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.	DDA.1.K4	1. Sensory graphic organizer 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2c, 2e	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.	DDA.4.K2 DDA.2.S2, DDA.2.S3, DDA.3.S5, DDA.5.S10, DDA.5.S12, DDA.5.S15, DDA.5.S16, *SEDAS.3.K1, SEDAS.3.K2*	1. Development and implementation of a social narrative 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a,2e	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.	DDA.4.K2 DDA.2.S1, DDA.2.S3, DDA3.S3, DDA.5.S10, DDA.5.S13, DDA.5.S15, DDA.5.S16, *SEDAS.3.K2, SEDAS.3.K4, SEDAS.6.S5*	1. Development and implementation of structured work system; including progress monitoring tool 2. Develop and implement a visual to support the use of the structured work system 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2e	19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.	DDA.3.S4 *SEDAS.3.S9*	1. Development and implementation of visual schedules 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection

			4. Field experience application of course concepts 5. Quiz
Module 2: Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience **Component Number: 1-101-002**			
2a, 2c, 2e	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. 4. Describe possible reasons for self-stimulatory, repetitive behaviors.	DDA.1.K1, DDA.1.K4,DDA.1.K6, DDA.1.K7, DDA.1.K8, DDA.1.K9, *SEDAS.1.K1, SEDAS.3.K2, SEDAS.5.K1* *SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2*	1. Research project 2. Development of IEP SMART goals for social/emotional/behavior 3. Field experience application of course concepts 4. Quiz
2c, 2e	3. Define applied behavioral analysis. 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.	DDA.1.K4, DDA.1.K6, DDA.1.K9, DA.6.K4 DDA.3.S1, DDA.3.S5, DDA.4.S2, DDA.5.S11, DDA.5.S12, DDA.5.S5, *SEDAS.3.K2, SEDAS.4.K1, SEDAS.5.K1, SEDAS.6.K2* *SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S5, SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S2, SEDAS.6.S4*	1. Research basic principles of ABA 2. Choose an Evidenced Based Practice in the area of behavior to research 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2c, 2e	7. Describe methods for identifying reinforcers including parent input. 8. Develop a classroom token economy system that incorporates different schedules of reinforcement. 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.	DDA.4.K2, DDA.6.K4, DDA.6.K7, DDA.2.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.S2, DDA.4.S3, DDA.5.S5, DDA.5.S10, DDA.5.S11, DDA.5.S12, DDA.5.S13, *SEDAS.3.K1, SEDAS.3.K2, SEDAS.4.K1,* *SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6, SEDAS.1.S8, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10,*	1. Develop token economy system 2. Identify target/replacement behavior 3. Analyze reinforcer assessment 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

		SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S14	
2c, 2d, 2e	9. Plan instruction for social skills.	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, SEDAS.6.S5*	1. Administer Functional Social Skills Assessment (FSSA) 2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c	10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.	DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4 *SEDAS.3.S11, SEDAS.3.S12*	1. Develop and implement a self-monitoring system 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2c, 2e	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). 16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.	DDA.4.S2, DDA.4.S3, *SEDAS.1.K2, SEDAS.4.K1, SEDAS.6.K2, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8 SEDAS.3.S11*	1. Collect behavioral data (ABC) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2c, 2d, 2e	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)	DDA.4.S2, DDA.4.S3, *SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior

			3. Implement intervention and collect data 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2e	19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).	DDA.4.S2, DDA.4.S3 *SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.	DDA.4.S2, DDA.4.S3, DDA.5.S5 *SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Develop an FBA and PBIP based on data results 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
Module 3: Assistive/ Instructional Technology and Natural/ Augmentative Communication Systems for Students with ASD with Field Experience **Component Number: 3-100-007**			
2a	1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.	DDA.1.K2, DDA.1.K5 *SEDAS.1.K1, SEDAS.5.K1* *SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2*	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2b, 2e	2. Examine different alternative/augmentative communication	DDA.1.K5, DDA.4.K2, DDA.4.K4,	1. Research AAC devices; including PECS 2. Individualize AAC for a student

	(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. 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.	DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, DDA.5.S4, DDA.5.S13, DDA.5.S15, *SEDAS.2.K1, SEDAS.3.K3, SEDAS.5.K1 SEDAS.1.S5, SEDAS.1.S6, SEDAS.3.S6, SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S3*	3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	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. 7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".	DDA.1.K5, DDA.5.K1 DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.S1, DDA.4.S2, 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.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.4.S2, SEDAS.6.S3*	1. Research AAC devices 2. Integration of AAC into classroom environment/curriculum 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2c, 2e	8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.	DDA.6.K5, DDA.4.S2, DDA.5.S2, DDA.5.S5, DDA.5.S13, DDA.5.S15, *SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5*	1. Identify interfering behavior 2. Implement the Functional Communication Training (FTC) strategy 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz

2a	9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.	DDA.2.S2, DDA.5.K1, DDA.6.K6, DDA.7.K1, DDA.5.S14 *SEDAS.3.K1, SEDAS.5.K1 SEDAS.1.S6, SEDAS.1.S7, 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.6.S5, SEDAS.6.S6, 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, 2b	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	DDA.1.K5, DDA.1.K7, DDA.1.K8, DDA.4.K2, DDA.4.K4, DDA.7.K1, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S2, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S2, DDA.5.S3, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15 *SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.K4, , SEDAS.5.K1, SEDAS.1.S5, SEDAS.1.S7, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2, SEDAS.6.S3*	1. Research technology supports 2. Provide examples of low, mid, and high tech supports 3. Review district AT evaluation process 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Quiz
2b, 2e	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	DDA.1.K5, DDA.1.K7, DDA.1.K8, DDA.4.K4, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S2, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S2, DDA.5.S3, DDA.5.S4,	1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning

	d. daily living e. executive functioning	DDA.5.S12, DDA.5.S13, DDA.5.S15 *SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.K4, SEDAS.5.K1 SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2, SEDAS.6.S3*	3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	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.	DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, DDA.7.K1, DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.S1 *SEDAS.1.K6, SEDAS.3.K4, SEDAS.5.K1, SEDAS.1.S9, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.3.S12, SEDAS.3.S13, SEDAS.4.S2, SEDAS.5.S1, SEDAS.6.S1, SEDAS.6.S5, SEDAS.6.S6, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5*	1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e	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.	DDA.3.K1, DDA.4.K2, DDA.4.K3, DDA.4.K4, DDA.5.K2, DDA.6.K2, DDA.6.K6, DDA.7.K1 DDA.4.S1, DDA.5.S6, DDA.5.S7, DDA.5.S14, DDA.5.S16, 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.4.S2, SEDAS.7.S1, SEDAS.7.S2, SEDAS.7.S3, SEDAS.7.S5*	1. Research transition assessments 2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

* Competency Number based upon Rule 6A-4.01796

(a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);

(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;

(c) Behavior management and positive behavior supports for students with autism spectrum disorders;

(d) Assessment and diagnosis of autism spectrum disorders; and,

(e) Field-based experience with students with autism spectrum disorders.

* CEC Initial and Advanced Specialty Standards (see Appendix A)

Initial Specialty Set: Developmental Disabilities and Autism Spectrum Disorder

Advanced Specialty Set: Special Education Developmental Disabilities and Autism Spectrum Disorder Specialist

Initial Preparation / DDA

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

Advanced Preparation / SEDAS

Standard 1: Assessment

Standard 2: Curricular Content Knowledge

Standard 3: Programs, Services, and Outcomes

Standard 4: Research and Inquiry

Standard 5: Leadership and Policy

Standard 6: Professional and Ethical Practice

Standard 7: Collaboration

E. INSTRUCTORS

Selection of instructors for the NEFEC Alternative Program for 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

COMPETENCY COMPLETION REQUIREMENTS

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 and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience, Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience, and Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience.

A. PROGRAM COMPLETION

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
- Verification of successful demonstration of all applicable competencies within a component of another district's Autism Spectrum Disorder Program conducted by personnel from the district's staff development office and applied when reasonable equivalency between the components is established through a review of the approved 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.

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional development office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Professional Learning Catalog. Upon successful completion of all three required courses, the professional development office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in completing Form CG-10 and collecting the appropriate processing fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

B. 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.

C. 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 district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

PROGRAM EVALUATION

A. 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 at least 80% of the specific objectives using pre- and post-tests or other valid measures.)

2. Each training component will be evaluated by utilizing district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

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

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

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
3. 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.

B. 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.

PROGRAM MANAGEMENT

NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Development Coordinators along with the NEFEC Professional Learning Catalog/Endorsement Coordinator and Florida Diagnostic & Learning Resources System (FDLRS) 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 for the ASD courses is offered through the regional FDLRS Centers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

A. 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 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.

B. 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.

C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS

Attendance is mandatory unless because of a 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, a total of 240 inservice hours for the Autism Spectrum Disorder Endorsement Program.

D. TRANSFER AND UTILIZATION OF CREDIT

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 in other school districts may be applied to the Autism 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 Endorsement Program for Autism. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

E. CERTIFICATION OF COMPLETION

It is the participant's responsibility to complete each component within the timelines established by the School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel. When participants have completed all program completion requirements; thereby, demonstrating mastery of competencies and objectives, program completion is verified by the district staff development director. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, the professional learning tracking system, or other inservice

tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will then be submitted to the Florida Department of Education using Form CG-10, along with the appropriate processing fee.

SCHOOL BOARD APPROVAL

In order for the Autism Spectrum Disorder Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document.

APPENDIX A

CEC Initial and Advanced Specialty Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
Knowledge	
DDA.1.K1	Medical aspects and implications for learning for individuals with developmental disabilities and autism spectrum disorder
DDA.1.K2	Core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K3	Co-existing conditions and ranges that exist at a higher rate than in the general population
DDA.1.K4	Sensory challenges of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K5	Speech, language, and communication of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K6	Adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K7	Effect of theory of mind, central coherence, and executive function on learning and behavior
DDA.1.K8	Effect of neurological differences on learning and behavior
DDA.1.K9	Effect of self-regulation on learning and behavior
Skills	
None specified	
Initial Preparation Standard 2: Learning Environments	
Knowledge	
None in addition to the ICSI	
Skills	
DDA.2.S1	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.2.S2	Plan and implement instruction and related services in environments that are both age appropriate and ability appropriate
DDA.2.S3	Use specialized instruction to enhance social participation across environments
DDA.2.S4	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment
Initial Preparation Standard 3: Curricular Content Knowledge	
Knowledge	
DDA.3.K1	Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
Skills	
DDA.3.S1	Provide pragmatic language instruction that facilitates social skills
DDA.3.S2	Provide individuals with strategies to avoid and repair miscommunications
DDA.3.S3	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.3.S4	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.3.S5	Use specialized instruction to enhance social participation across environments
DDA.3.S6	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

Initial Preparation Standard 4: Assessment	
Knowledge	
DDA.4.K1	Specialized terminology used in the assessment of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K3	Components of assessment for the core areas for individuals with developmental disabilities and autism spectrum disorder
DDA.4.K4	Individual strengths, skills, and learning styles
Skills	
DDA.4.S1	Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities and autism spectrum disorder
DDA.4.S2	Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
DDA.4.S3	Conduct functional behavior assessments that lead to development of behavior support plans
Initial Preparation Standard 5: Instructional Planning and Strategies	
Knowledge	
DDA.5.K1	Specialized curriculum designed to meet the needs of individuals with developmental disabilities and autism spectrum disorder
DDA.5.K2	Evidence based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
Skills	
DDA.5.S1	Match levels of support to changing needs of the individual
DDA.5.S2	Implement instructional programs that promote effective communication skills using verbal and augmentative and alternative communication systems
DDA.5.S3	Provide specialized instruction for spoken language, reading, and writing
DDA.5.S4	Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
DDA.5.S5	Consistently use proactive strategies and positive behavioral supports
DDA.5.S6	Involve individuals with developmental disabilities and autism spectrum disorder in the transition planning process
DDA.5.S7	Plan for transition needs including linkages to supports and agencies focusing on life-long needs
DDA.5.S8	Provide instruction in community-based settings
DDA.5.S9	Demonstrate transfer, lifting, and positioning techniques
DDA.5.S10	Structure the physical environment to provide optimal learning
DDA.5.S11	Provide instruction in self-regulation
DDA.5.S12	Utilize student strengths to reinforce and maintain social skills
DDA.5.S13	Plan instruction for independent functional life skills and adaptive behavior
DDA.5.S14	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.5.S15	Use specialized instruction to enhance social participation across environments
DDA.5.S16	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

Initial Preparation Standard 6: Professional Learning and Ethical Practice	
Knowledge	
DDA.6.K1	Definitions and issues related to the identification of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K2	Continuum of placement and services available for individuals with developmental disabilities and autism spectrum disorder
DDA.6.K3	Historical foundations and classic studies of developmental disabilities and autism spectrum disorder
DDA.6.K4	Trends and practices in the field of developmental disabilities and autism spectrum disorder
DDA.6.K5	Theories of behavior problems of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K6	Perspectives held by individuals with developmental disabilities and autism spectrum disorder
DDA.6.K7	Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with developmental disabilities and autism spectrum disorder
Skills	
None in addition to the ICSI	
Initial Preparation Standard 7: Collaboration	
Knowledge	
DDA.7.K1	Services, networks, and organizations for individuals, professionals, and families with developmental disabilities and autism spectrum disorder
Skills	
DDA.7.S1	Collaborate with team members to plan transition to adulthood that encourages full community participation

Advanced Preparation Standard 1: Assessment	
Knowledge	
SEDAS.1.K1	Criteria used to diagnose or identify the continuum of developmental disabilities and autism spectrum disorder as defined by the most current version of the *Diagnostic and Statistical Manual of Mental Disorders*
SEDAS.1.K2	Ethical implications and obligations related to diagnosis and identification of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.K3	Comprehensive assessment, including specialized terminology and assessment tools
SEDAS.1.K4	Importance of ongoing evaluation of strengths and needs in varied contexts
SEDAS.1.K5	Conditions for individuals who are dually diagnosed with developmental disabilities and autism spectrum disorder and/or mental health disorders
SEDAS.1.K6	Comprehensive transition assessment, including identification of external agency assessment sharing
Skills	
SEDAS.1.S1	Describe the core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.S2	Describe the distinguishing features of disorders on the autism spectrum
SEDAS.1.S3	Identify conditions that co-exist between developmental disabilities and autism spectrum disorder
SEDAS.1.S4	Conduct unbiased assessment
SEDAS.1.S5	Use information from assessments and educational records to design instruction
SEDAS.1.S6	Collect, interpret, and use data to document outcomes for individuals with developmental disabilities and autism spectrum disorder, and change programming as indicated with family and team
SEDAS.1.S7	Share a thorough profile of individuals with developmental disabilities and autism spectrum disorders with families and with current and future educational teams
SEDAS.1.S8	Conduct functional behavioral assessments to determine what initiates and maintains a challenging or interfering behavior
SEDAS.1.S9	Uses assessment information from a variety of school and external agency resources to make transition recommendations
SEDAS.1.S10	Articulate awareness of and the effect of mental health disorders on individuals with developmental disabilities and autism spectrum disorder in collaborating with family and colleagues
Advanced Preparation Standard 2: Curricular Content Knowledge	
Knowledge	
SEDAS.2.K1	Benefits of low- through high-technology supports across all areas of development
SEDAS.2.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities and autism spectrum disorder
Skills	
None specified	

Advanced Preparation Standard 3: Programs, Services, and Outcomes	
Knowledge	
SEDAS.3.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K2	Range of environmental supports that maximize learning for individuals with developmental and disabilities and autism spectrum disorder
SEDAS.3.K3	Ways to modify verbal and nonverbal communication and instructional behavior to meet the needs of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K4	Activities and techniques for developing independent living skills
Skills	
SEDAS.3.S1	Apply inclusive principles in the education of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S2	Develop and implement transition plans for individuals with developmental disabilities and autism spectrum disorder between settings and across the life span
SEDAS.3.S3	Identify match between job requirements and individual skills, preferences, and characteristics
SEDAS.3.S4	Provide individuals with multiple job experiences
SEDAS.3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS.3.S6	Arrange program environments to facilitate spontaneous communication
SEDAS.3.S7	Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S8	Provide varied instruction and opportunity to learn play and leisure skills
SEDAS.3.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
SEDAS.3.S10	Organize the curriculum to integrate individuals' special interests and materials, activities, and routines across curriculum
SEDAS.3.S11	Identify evidence-based strategies to increase self-awareness and ability to self-regulate
SEDAS.3.S12	Identify evidence-based strategies to increase an individual's self-determination of activities, services, and preferences
SEDAS.3.S13	Design and implement program activities and techniques for developing independent living skills
SEDAS.3.S14	Plan and implement individualized and intensive programming that matches individual needs
Advanced Preparation Standard 4: Research and Inquiry	
Knowledge	
SEDAS.4.K1	Current etiology and practice-based research specific to developmental disabilities and autism spectrum disorder
Skills	
SEDAS.4.S1	Interpret and relay research field in layperson terms or jargon-free language
SEDAS.4.S2	Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder

Advanced Preparation Standard 5: Leadership and Policy	
Knowledge	
SEDAS.5.K1	Electronic, print, and organizational resources on developmental disabilities and autism spectrum disorder
Skills	
SEDAS.5.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities and autism spectrum disorder
SEDAS.5.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
SEDAS.5.S3	Provide structure, ongoing training, and support to families, professionals, and paraprofessionals
SEDAS.5.S4	Oversee and monitor routines, schedules, and sequences of events and activities
SEDAS.5.S5	Act as a positive role model for the acceptance, treatment, and interaction with individuals with developmental disabilities and autism spectrum disorder and their families
Advanced Preparation Standard 6: Professional and Ethical Practice	
Knowledge	
SEDAS.6.K1	Effect of core and associated characteristics of developmental disabilities and autism spectrum disorder on family dynamics and functioning
SEDAS.6.K2	Social and ethical issues that affect the education of individuals with developmental disabilities and autism spectrum disorder, families, and professionals
Skills	
SEDAS.6.S1	Teach others to actively engage individuals with developmental disabilities and autism spectrum disorder in individualized education and life planning
SEDAS 6.S2	Teach others to use individual strengths to reinforce and maintain skills
SEDAS.6.S3	Model use and implementation of assistive technology and augmentative or alternative communication to aid in comprehension and level of engagement of individuals with developmental disabilities and autism spectrum disorder
SEDAS.6.S4	Mentor others to teach unstated rules and customs that govern social behavior
SEDAS.6.S5	Provide professional service through leadership in the field of developmental disabilities and autism spectrum disorder
SEDAS.6.S6	Provide service to the profession through leadership activities in professional organizations
Advanced Preparation Standard 7: Collaboration	
Knowledge	
None in addition to the ACSI	
Skills	
SEDAS.7.S1	Coordinate processes that encourage collaboration needed for transition between settings
SEDAS.7.S2	Provide leadership in collaborating with individuals and families around issues of sexuality
SEDAS.7.S3	Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning
SEDAS.7.S4	Promote collaborative practices that respect individual family culture, dynamics, and values, and the effect the diagnosis may have on the family
SEDAS.7.S5	Connect families and professionals to educational and community resources

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: **1-101-002**

Function: 1 – Subject Content/Academic Standards
Focus Area: 101 – Classroom Management
Local Sequence Number: 002

POINTS TO BE EARNED: **MINIMUM 80 / MAXIMUM 80**

DESCRIPTION:

This course 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

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT 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

SPECIFIC LEARNER 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):

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

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

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 TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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 Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: 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?

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 the 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 address the 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

Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: 3-100-007

Function: 3 – Computer Science / Technology Education
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 007

POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80

DESCRIPTION:

Participants will be able 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

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT 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

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):

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

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

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 TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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 Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: 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?

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 the 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 address the 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

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: **1-100-006**

Function: 1 – Subject Content/Academic Standards
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 006

POINTS TO BE EARNED: **MINIMUM 80 / MAXIMUM 80**

DESCRIPTION:

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

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT 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

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 databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques.

LEARNING PROCEDURES (METHODS):

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

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry
- Discussion
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HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

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 TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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 Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: 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?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
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Who will use the evaluation impact data gathered?

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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:

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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.

NEFEC Athletic Coaching

Add-On Endorsement Program

2019-2024

A Cooperative Effort to Provide Professional Learning Options to Participating Districts Offering Prekindergarten Programs:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental Research School, Putnam, Suwannee, and Union

NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM ATHLETIC COACHING

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NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM ATHLETIC COACHING

Add-on Endorsement Program

PROGRAM RATIONALE AND PURPOSE

A. Need for Program

Florida Statute 1012.55(2) mandates that individuals rendering services as athletic coaches in any public school in any district hold a valid temporary or professional certificate or an athletic coaching certificate.

The NEFEC Athletic Coaching Endorsement Program will meet the needs of the following groups:

- Certificated teachers who wish to add the coaching endorsement to their certificates
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificates
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching certification

The competencies included in this endorsement program will provide the individuals in the targeted groups with the qualifications—knowledge, skills, and values—that are appropriate for coaching athletes at various levels of achievement.

Currently NEFEC districts report that many of their teachers have received Athletic Coaching Add-on Endorsement through the district inservice plans. Districts further identify a continuing need to serve out-of-field and other educators, either as a FLDOE or district requirement:

District	Personnel Earning Endorsement During 2014-2019	Projected Number of Personnel Needing Endorsement 2019-2024
Baker	0	5
Bradford	2	2
Columbia	16	18
Dixie	0	20
Flagler	74	51
FSBD	0	0
FSU-Lab	3	3
Gilchrist	12	5
Hamilton	2	2
Hernando	141	150
Lafayette	2	1
Levy	16	15
Madison	Unable to provide information	
Monroe	2	16
P. K. Yonge	9	38
Putnam	6	15
Suwannee	19	19
Union	1	2

B. Benefits to Districts

The NEFEC Athletic Coaching Endorsement Program will allow member districts to meet the need for teachers with expertise and certification for various athletic coaching positions. The approval of the plan will assist the NEFEC region to increase the capacity for high quality coaches to help Florida's children be more active and learn the importance of athletic activities as part of a healthy lifestyle.

PROGRAM CONTENT/CURRICULUM

Florida State Board Rule, 6A-4.0282 "Specialization Requirements for the Endorsement in Athletic Coaching—Academic Class," requires that the individual receiving an Endorsement in Athletic Coaching meet the following requirements:

1. Certification in another subject
2. Nine (9) semester hours in athletic coaching to include the areas specified below:
    a. Three (3) semester hours in care and prevention of athletic injuries and the effects and dangers of drug use including performance enhancing drug,
    b. Three (3) semester hours in coaching theory
    c. Three (3) semester hours in theory and practice of coaching a specific sport
3. A valid cardiopulmonary resuscitation certificate issued by the American Heart Association, 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 64E-2.038, F.A.C.

Individuals who do not hold a Florida Educator's Certificate and who render services as athletic coaches are eligible to participate in the NEFEC inservice program for the Athletic Coaching Endorsement. They must earn 60 inservice points in each of the three areas listed above for the Athletic Coaching Endorsement. Upon successful completion of the three components of the program, participants will be eligible to apply for the Florida Educator's Endorsement in Athletic Coaching.

Individuals who do not hold a Florida Educator's Certificate and who render services as athletic coaches may transfer college course work into this endorsement program. Courses to be transferred must each be equivalent to a minimum of 60 inservice points (3 semester hours) and must match the content provided in the components listed in the inservice components of this document.

A. Competencies

(Source: Endorsement for Athletic Coaching Competencies, approved by Inservice Development section, Florida Department of Education, August 1990)

These competencies include the knowledge and application of the following elements:

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 Sports Injuries

15. Detect athletic injuries.
16. Select the appropriate athletic injury treatment modalities.
17. Identify appropriate first aid emergency planning and care procedures, including the following: cardio-pulmonary 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, to include: 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, 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, to include: deficit academic performance, inappropriate behavior occurring inside and outside the athletic context, substance abuse, depression, burnout, child abuse, and suicidal tendencies.
28. Define coaching motivational techniques, to include: 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, 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, to include: 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, lightning, 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, especially 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 Coaching

46. Recognize tort liability in athletics, to include: knowledge of adequate instruction and proper supervision.
47. Identify constitutional rights of student athletes, with reference to discrimination, appropriate disciplinary techniques, and eliminating athletes from the team.
48. Identify the minimum necessary insurance coverage needed 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 the 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.

B. Specialization/Professional Studies

The NEFEC Athletic Coaching Endorsement Plan will fall under the Professional Education Studies competency plan. Participants will be assessed on their participation in pedagogical, theoretical, and practicum studies that ensure that all of the competencies listed above have been mastered at an 89% proficiency level.

C. Nationally Recognized Guidelines

National standards from the National Association for Sports and Physical Education (NASPE) were examined and compared to the FLDOE competencies. This analysis revealed a close alignment between the two documents with no coverage gaps.

INSTRUCTIONAL DESIGN AND DELIVERY

A. Instructional Strands

Instructional Strands with Major Competencies		
Instructional Strand: Coaching Theory	Instructional Strand: Theory and Practice of Coaching a Specific Sport	Instructional Strand: Care and Prevention of Athletic Injuries
Human Growth and Development	Human Growth and Development	Biomechanical Foundations
Instruction as It Relates to Athletic Coaching	Instruction as It Relates to Athletic Coaching	Sport Injuries
Biomechanical Foundations	Biomechanical Foundations	Substance Use and Abuse
Human Psychology	Sport Injuries	Nutrition Principles
Physiological Principles	Human Psychology	
Legal Aspects	Sport Management	
Public Relations Principles		

The Athletic Coaching Endorsement Program will be provided through an inservice program of three inservice training components worth sixty inservice points each. Participants will be offered various delivery models including online, face-to-face, and blended models. All professional learning will be delivered using the ***learningforward*** **Standards for Professional Learning.**

B. Training Components

(Numbers in parentheses in the specific objective listings refer to competency numbers.)

(Components: pages 9-16)

THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT

COMPONENT IDENTIFIER NUMBER: **1-011-001**

Required Inservice Points: **60**

GENERAL OBJECTIVE(S):

To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate proficiency in the following areas as they relate to athletic coaching/teaching:

1. Identify the importance of a selected interscholastic sport as a lifelong activity
2. State the importance of a selected interscholastic sport as a part of our culture (4, 5)
3. Identify the rules and terminology used in a selected interscholastic sport (54, 55)
4. Identify the strategies of team and/or individual play in a selected interscholastic sport (2, 3, 14)
5. Identify the strategies of individual position play in a selected interscholastic sport (14)
6. Exhibit knowledge of safety practices necessary to participate in a selected interscholastic sport (20)
7. State the physical fitness value derived from participation in selected interscholastic sport (32)
8. Identify the skills necessary to participate in selected interscholastic sports (2, 3)
9. State the social skills derived from participation in selected interscholastic sports (25)
10. Identify positive sportsmanship techniques in participating in selected interscholastic sports (24)
11. Identify new methods and techniques for more effective coaching in selected interscholastic sports (2)
12. Identify innovative methods of organizing and administering selected interscholastic sports (54)
13. Identify national, state, and local policy revisions that will affect the administering of a selected interscholastic sport (49)
14. Exhibit a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sports (15-20)
15. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports

TARGET GROUP:

- Certificated teachers who wish to add the coaching endorsement to their certificates
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificates
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching certification

DESCRIPTION OF ACTIVITIES:

Activities will include:

- Viewing videotapes and completing assigned activities
- Reading selected articles and completing assigned activities
- Researching and documenting current methods, strategies, rules, and terminology for the specific sport that is coached
- Prepare a daily and seasonal planner for the specific sport that is coached according to established guidelines

EVALUATION:

To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

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 leaders.

Delivery Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R,S
Evaluation Methods: A,B,C,D,F,G /A,B,C,D,Z
FEAPs: A1, A3

COACHING THEORY

COMPONENT IDENTIFIER NUMBER: **1-011-002**

Required Inservice Points: **60**

GENERAL OBJECTIVE(S):
The purpose of this component is to acquire additional knowledge, methods, and skill application that will improve coaching effectiveness.

SPECIFIC OBJECTIVE(S):
Participants will demonstrate proficiency in the following areas as they related to athletic coaching/teaching:

1. Identify legal aspects of athletic coaching (1)
2. Describe tort liability in athletics related to: (45)
    a) Adequate care
    b) Proper supervision
3. Identify the constitutional rights of student athletes: (46)
    a) Identify ethnic or other discrimination
    b) Identify appropriate disciplinary techniques
    c) Identify decision-making strategy in eliminating athlete(s) from the team
4. Identify minimum necessary athletic insurance coverage(s) (47)
5. Identify appropriate state/local policy and procedure regulations governing athletic participation (48)
6. Describe contractual law as applied to athletic coaching
7. Identify appropriate coach/athlete interpersonal relations
8. Identify legal precedents and actions in athletic coaching related to: (49)
    a) Sexual misconduct
    b) Sexual harassment
    c) Assault/battery
9. Identify aspects of human growth and development related to athletics (1)
10. Identify the characteristics of student athletes related to: (1)
    a) Normative differences in chronological age
    b) Maturational differences
    c) Readiness to learn, train, and compete
11. Distinguish the experiences appropriate for student athletes at various stages of growth development (2)

12. Select individualized, age appropriate, non-injurious training methods for student athletes (54)
13. Identify stages of psycho-social development related to athletics (3)
14. Describe the psychological aspects of athletic coaching: (24-27)
    a) Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions
    b) Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions
    c) Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:
        - Deficit academic performance
        - Inappropriate behaviors/appropriate corrective measures
        - Inability to get along with others
        - Inappropriate behavior occurring outside the athlete context
        - Substance abuse (36-39)
        - Depression
        - Burnout
        - Child abuse
        - Suicidal tendencies
15. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete including: (28-29, 50)
    a) Awareness of performance enhancement techniques
    b) Visualization
    c) Stress reduction/relaxation
    d) Attention focus
        - Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations
        - Determine personal physical/emotional status of well-being as an athletic coach
        - Describe skills for effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large (51)
        - Identify available/suitable professional resources for athletic counseling
16. Identify key elements related to athletics from the biophysical foundations
17. Demonstrate current knowledge of normal human anatomical features and abnormal deviations

18. Identify key biomechanical principles appropriate to athletic coaching including:
    a) Demonstrate understanding of physics principles which form the basis of skills acquisition
    b) Demonstrate knowledge of biomechanical concepts as applied in athletic coaching
19. Demonstrate understanding of exercise physiology as it relates to athletic coaching: (30, 31, 33, and 35)
    a) The ability to implement appropriate sport training program(s)
    b) Appropriate environmental conditions and their effects on training and learning (temperature, humidity, lighting, etc.)
20. Demonstrate understanding of body composition factors related to athletic performance potential: (34)
    a) Body weight as it affects performance
    b) Body fat percentage related to conditioning
21. Identify factors in sports management
22. Identify theoretical principles and strategies for successful athletic coaching (54)
23. Describe managerial skills in use of equipment, facilities, and the deployment of personnel (55)
24. Demonstrate budget control skills (56)
25. Demonstrate knowledge of evaluation techniques for: (57, 52)
    a) Personnel
    b) Program
26. Demonstrate ethical behaviors and decision-making in personal relations with others (58)
27. Demonstrate selected instructional techniques
28. Describe sound instructional strategies in athletic coaching related to:
    a) Physiology of program (goals and objectives) (5, 9)
    b) Initial pre-assessment (6, 32)
    c) Instructional approaches including:
        - Planning content
        - Developing procedures
        - Using of instructional resources
    d) Coaching the activity
    e) Reevaluating students and program effectiveness (10, 15)
    f) Obtaining and using feedback (8, 51)

g) Redesigning program as appropriate

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 endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching endorsement

DESCRIPTION OF ACTIVITIES:

Activities will include:

1. Viewing video tapes
2. Reading selected articles
3. Completing assigned activities

EVALUATION:

To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

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 leaders.

Delivery Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R,S
Evaluation Methods: A,B,C,D,F,G /A,B,C,D,Z FEAP: A1, A3

CARE AND PREVENTION OF ATHLETIC INJURIES

COMPONENT IDENTIFIER NUMBER: **1-011-003**

Required Inservice Points: **60**

GENERAL OBJECTIVE(S):

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

SPECIFIC OBJECTIVE(S):

Participants will demonstrate proficiency in the following areas as they relate to athletic coaching/teaching:

1. Demonstrate thorough knowledge of athletic nutrition and ability to advise athletes concerning nutrition (40-44)
2. Identify skills needed to recognize athletic injuries (12, 15, 45)
3. Display abilities in selection of appropriate athletic injury treatment modalities (16, 46)
4. Identify appropriate first aid emergency planning and care procedures (17, 47)
    a) Cardiopulmonary resuscitation (CPR) and related activities. (17, 48)
    b) Unconscious athlete treatment and care (12, 17)
    c) Care of suspected head, neck and spine injured athletes (17)
    d) Consideration of other life threatening circumstances (17, 49)
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques (17)
6. Demonstrate an understanding of athletic injury counseling methodology (18)
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 (17)
    a) Selection of appropriate athletic uniforms (15-23)
    b) Protective equipment (15-23)
    c) Sanitary maintenance of the foregoing (15-23)
8. Identify accepted methods for conduct of inservice training (15-23)
9. Identify major characteristics of illegal substance use problems to include the effects and dangers of drug use including performance enhancing drugs; recommend/refer identified athletes appropriately (36-39)
10. Demonstrate knowledge of appropriate health-related policies and procedures (13)
    a) Procedures for obtaining parental medical consent (13)
    b) Establish policy/guidelines regarding health of athletes (21-23)

c) Referral procedures (21-23)

d) Arranging for medical examination (21-23)

e) Knowledge of role importance of athletic trainer (21-23)

f) Arranging for on-call physician (21-23)

11. Maintain currency in the field (21-23)
12. Exhibit a basic understanding of anatomy and physiology as related to sports medicine (21-23)
13. State the importance of knowledge of sports medicine as a lifelong activity (21-23)

TARGET GROUPS:

- Certificated teachers who wish to add the coaching endorsement to their certificates
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificates
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching endorsement

DESCRIPTION OF ACTIVITIES:

Activities will include:

1. Selected readings and activities/quizzes
2. Completion of a First Aid/CPR course with a valid certificate issued by the American Heart Association or the American Red Cross (or similar certifying agency)
3. Developing a plan that covers dangers, symptoms, long term effects, etc., of performance enhancing drugs complete with grade/age appropriate resources and reading materials
4. Selected videos for coaches on handling sports-related injuries

EVALUATION:

To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

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 leaders.

Delivery Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R,S
Evaluation Methods: A,B,C,D,F,G /A,B,C,D,Z FEAP: A1, A3

C. **Matrix**

Component #	Specific Objective (SO) #	Competency #	Method of Competency Demonstration
1-011-001 (Specific Sport)	1		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-001 (Specific Sport)	2	4,5, 53	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-001 (Specific Sport)	3	54,55	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3
1-011-001 (Specific Sport)	4	2,3,14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#4
1-011-001 (Specific Sport)	5	14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5
1-011-001 (Specific Sport)	6	20	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-001 (Specific Sport)	7	32	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7
1-011-001 (Specific Sport)	8	2,3	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#68
1-011-001 (Specific Sport)	9	25	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9
1-011-001 (Specific Sport)	10	24	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10

1-011-001 (Specific Sport)	11	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-001 (Specific Sport)	12	54	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#12
1-011-001 (Specific Sport)	13	11,48,49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13
1-011-001 (Specific Sport)	14	15-20	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14
1-011-001 (Specific Sport)	15	15,17	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#15
1-011-002 (Coaching Theory)	1	45-49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-002 (Coaching Theory)	2	45	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-002 (Coaching Theory)	3	46	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3
1-011-002 (Coaching Theory)	4	47	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#4
1-011-002 (Coaching Theory)	5	48	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5
1-011-002 (Coaching Theory)	6		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-002 (Coaching Theory)	7		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7

1-011-002 (Coaching Theory)	8	49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#8
1-011-002 (Coaching Theory)	9	1	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9
1-011-002 (Coaching Theory)	10	1	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10
1-011-002 (Coaching Theory)	11	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-002 (Coaching Theory)	12	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO# 12
1-011-002 (Coaching Theory)	13	3	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13
1-011-002 (Coaching Theory)	14	24-27,36-39	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14
1-011-002 (Coaching Theory)	15	28-29, 50-51	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#15
1-011-002 (Coaching Theory)	16	13	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#16
1-011-002 (Coaching Theory)	17	12	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#17
1-011-002 (Coaching Theory)	18	12-14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#18
1-011-002 (Coaching Theory)	19	30,31,33,35	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#19

1-011-002 (Coaching Theory)	20	34	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#120
1-011-002 (Coaching Theory)	21		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#21
1-011-002 (Coaching Theory)	22	7,54	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#22
1-011-002 (Coaching Theory)	23	55	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#23
1-011-002 (Coaching Theory)	24	56	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#24
1-011-002 (Coaching Theory)	25	57,52	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#25
1-011-002 (Coaching Theory)	26	58	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#26
1-011-002 (Coaching Theory)	27		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#27
1-011-002 (Coaching Theory)	28	5,6, 8, 9, 10, 15, 32, 51	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#28
1-011-003 (Athletic Injuries)	1	41-44	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-003 (Athletic Injuries)	2	12, 15, 45	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-003 (Athletic Injuries)	3	16,46	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3

1-011-003 (Athletic. Injuries)	4	12,17,47,48, 49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14
1-011-003 (Athletic Injuries)	5	17	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5
1-011-003 (Athletic Injuries)	6	18	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-003 (Athletic Injuries)	7	15-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7
1-011-003 (Athletic Injuries)	8	15-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#8
1-011-003 (Athletic Injuries)	9	36-40	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9
1-011-003 (Athletic Injuries)	10	13,21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10
1-011-003 (Athletic Injuries)	11	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-003 (Athletic Injuries)	12	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#12
1-011-003 (Athletic Injuries)	13	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13

D. Instructors

Instructors are experienced athletic coaches employed or contracted by the North East Florida Educational Consortium or by NEFEC member districts. The qualifications of the instructor will be a minimum of a master's degree or a bachelor's degree with three years of successful experience as an athletic coach or in a comparable coaching/leadership position. This individual will also have successful experience as a professional learning trainer.

COMPETENCY COMPLETION REQUIREMENTS

A. Program Completion

Satisfactory completion of individual components for add-on endorsement purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies and products within the component;
2. Verification of successful demonstration of all applicable competencies and products within the component by means of approved Professional Learning Catalog component from another district where the component is part of an approved Athletic Coaching Endorsement Program in that district and where reasonable equivalency between the components can be established through a review of the component objectives; or
3. Official transcript from a college or university documenting successful completion of a course, the catalog description of which establishes a reasonable equivalence to the District component.

B. Competency Demonstration

All those attempting to add the coaching endorsement to their Florida Educator's Certificates must earn a minimum of 180 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, practicum (when applicable), and follow-up activities.

C. Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the coaching endorsement program. Certificates will be issued to successful completers as a record of competency completion.

PROGRAM EVALUATION

A. Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the coaching endorsement program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component:

1. 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.
2. Participants, using district staff development program procedures, will evaluate each training component.

3. The program may be assessed by participants, instructors, staff learning personnel, district athletic director, principals, or school- level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, delivery, and cost effectiveness.
4. 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.
5. Impact of more qualified and trained teachers on student performance will be investigated.

B. Annual Review

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

Descriptive Data

- Number of teachers who are out-of-field in athletic coaching
- Number and percentages of out-of-field who have enrolled in the add-on program
- Number of enrollees dropped for non-performance
- Number and percentage of program completers

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 learning standards
- The curriculum is pertinent to their coaching and professional learning needs
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities

Supervisory Evaluation Data

- The add-on endorsement 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 and the carry-over effects of the inservice education and training into the athletic coaching arena.

MANAGEMENT

The NEFEC Organization of Educational Leaders (NOELS) Key District Contacts, along with the NEFEC Professional Learning Catalog/Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts, NEFEC, state institutions, FDOE, and regional service providers.

A. Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Athletic Coaching Endorsement Program. Eligibility to participate in the program is predicated on a candidate holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District.

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 athletic coaching endorsement to meet employment requirements. Other participants will be admitted to the Athletic Coaching Endorsement Program as part of their Professional Learning Plan or to earn inservice credit for recertification purposes.

B. Advisement

Each applicant will have access to the Athletic Coaching Endorsement Plan requirements, and orientation will be provided. Each applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant.

Continuing advisement will be provided by the appropriate district office personnel on matters related to endorsement add-on offerings, training requirements, and progress toward completion of the Athletic Coaching Endorsement Program.

The district will ensure that staff members are available to assist candidates with the initial program orientation, the developments of a Plan of Study, inservice training information, and follow-up advisement for successful program completion.

C. 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.

D. 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 endorsement 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 athletic coaching inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Athletic Coaching 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 Endorsement Program for Athletic Coaching. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

E. Certification of Completion

When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Athletic Coaching Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, the district personnel will submit documentation to the Florida Department of Education.

SCHOOL BOARD APPROVAL

In order for the Athletic Coaching Endorsement Add-On Program to receive state approval, a statement signed by the district superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.

CARE AND PREVENTION OF ATHLETIC INJURIES

COMPONENT IDENTIFIER NUMBER: **1-011-003**

Required Inservice Points: **60**

GENERAL OBJECTIVE(S):

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

SPECIFIC OBJECTIVE(S):

Participants will demonstrate proficiency in the following areas as they relate to athletic coaching/teaching:

1. Demonstrate thorough knowledge of athletic nutrition and ability to advise athletes concerning nutrition (40-44)
2. Identify skills needed to recognize athletic injuries (12, 15, 45)
3. Display abilities in selection of appropriate athletic injury treatment modalities (16, 46)
4. Identify appropriate first aid emergency planning and care procedures (17, 47)
    a) Cardiopulmonary resuscitation (CPR) and related activities. (17, 48)
    b) Unconscious athlete treatment and care (12, 17)
    c) Care of suspected head, neck and spine injured athletes (17)
    d) Consideration of other life threatening circumstances (17, 49)
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques (17)
6. Demonstrate an understanding of athletic injury counseling methodology (18)
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 (17)
    a) Selection of appropriate athletic uniforms (15-23)
    b) Protective equipment (15-23)
    c) Sanitary maintenance of the foregoing (15-23)
8. Identify accepted methods for conduct of inservice training (15-23)
9. Identify major characteristics of illegal substance use problems to include the effects and dangers of drug use including performance enhancing drugs; recommend/refer identified athletes appropriately (36-39)
10. Demonstrate knowledge of appropriate health-related policies and procedures (13)
    a) Procedures for obtaining parental medical consent (13)
    b) Establish policy/guidelines regarding health of athletes (21-23)

c) Referral procedures (21-23)

d) Arranging for medical examination (21-23)

e) Knowledge of role importance of athletic trainer (21-23)

f) Arranging for on-call physician (21-23)

11. Maintain currency in the field (21-23)
12. Exhibit a basic understanding of anatomy and physiology as related to sports medicine (21-23)
13. State the importance of knowledge of sports medicine as a lifelong activity (21-23)

TARGET GROUPS:

- Certificated teachers who wish to add the coaching endorsement to their certificates
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificates
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching endorsement

DESCRIPTION OF ACTIVITIES:

Activities will include:

1. Selected readings and activities/quizzes
2. Completion of a First Aid/CPR course with a valid certificate issued by the American Heart Association or the American Red Cross (or similar certifying agency)
3. Developing a plan that covers dangers, symptoms, long term effects, etc., of performance enhancing drugs complete with grade/age appropriate resources and reading materials
4. Selected videos for coaches on handling sports-related injuries

EVALUATION:

To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

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 leaders.

Delivery Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R,S
Evaluation Methods: A,B,C,D,F,G /A,B,C,D,Z FEAP: A1, A3

COACHING THEORY

COMPONENT IDENTIFIER NUMBER: **1-011-002**

Required Inservice Points: **60**

GENERAL OBJECTIVE(S):
The purpose of this component is to acquire additional knowledge, methods, and skill application that will improve coaching effectiveness.

SPECIFIC OBJECTIVE(S):
Participants will demonstrate proficiency in the following areas as they related to athletic coaching/teaching:

1. Identify legal aspects of athletic coaching (1)
2. Describe tort liability in athletics related to: (45)
    a) Adequate care
    b) Proper supervision
3. Identify the constitutional rights of student athletes: (46)
    a) Identify ethnic or other discrimination
    b) Identify appropriate disciplinary techniques
    c) Identify decision-making strategy in eliminating athlete(s) from the team
4. Identify minimum necessary athletic insurance coverage(s) (47)
5. Identify appropriate state/local policy and procedure regulations governing athletic participation (48)
6. Describe contractual law as applied to athletic coaching
7. Identify appropriate coach/athlete interpersonal relations
8. Identify legal precedents and actions in athletic coaching related to: (49)
    a) Sexual misconduct
    b) Sexual harassment
    c) Assault/battery
9. Identify aspects of human growth and development related to athletics (1)
10. Identify the characteristics of student athletes related to: (1)
    a) Normative differences in chronological age
    b) Maturational differences
    c) Readiness to learn, train, and compete
11. Distinguish the experiences appropriate for student athletes at various stages of growth development (2)

12. Select individualized, age appropriate, non-injurious training methods for student athletes (54)
13. Identify stages of psycho-social development related to athletics (3)
14. Describe the psychological aspects of athletic coaching: (24-27)
    a) Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions
    b) Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions
    c) Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:
        - Deficit academic performance
        - Inappropriate behaviors/appropriate corrective measures
        - Inability to get along with others
        - Inappropriate behavior occurring outside the athlete context
        - Substance abuse (36-39)
        - Depression
        - Burnout
        - Child abuse
        - Suicidal tendencies
15. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete including: (28-29, 50)
    a) Awareness of performance enhancement techniques
    b) Visualization
    c) Stress reduction/relaxation
    d) Attention focus
        - Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations
        - Determine personal physical/emotional status of well-being as an athletic coach
        - Describe skills for effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large (51)
        - Identify available/suitable professional resources for athletic counseling
16. Identify key elements related to athletics from the biophysical foundations
17. Demonstrate current knowledge of normal human anatomical features and abnormal deviations

18. Identify key biomechanical principles appropriate to athletic coaching including:
    a) Demonstrate understanding of physics principles which form the basis of skills acquisition
    b) Demonstrate knowledge of biomechanical concepts as applied in athletic coaching
19. Demonstrate understanding of exercise physiology as it relates to athletic coaching: (30, 31, 33, and 35)
    a) The ability to implement appropriate sport training program(s)
    b) Appropriate environmental conditions and their effects on training and learning (temperature, humidity, lighting, etc.)
20. Demonstrate understanding of body composition factors related to athletic performance potential: (34)
    a) Body weight as it affects performance
    b) Body fat percentage related to conditioning
21. Identify factors in sports management
22. Identify theoretical principles and strategies for successful athletic coaching (54)
23. Describe managerial skills in use of equipment, facilities, and the deployment of personnel (55)
24. Demonstrate budget control skills (56)
25. Demonstrate knowledge of evaluation techniques for: (57, 52)
    a) Personnel
    b) Program
26. Demonstrate ethical behaviors and decision-making in personal relations with others (58)
27. Demonstrate selected instructional techniques
28. Describe sound instructional strategies in athletic coaching related to:
    a) Physiology of program (goals and objectives) (5, 9)
    b) Initial pre-assessment (6, 32)
    c) Instructional approaches including:
        - Planning content
        - Developing procedures
        - Using of instructional resources
    d) Coaching the activity
    e) Reevaluating students and program effectiveness (10, 15)
    f) Obtaining and using feedback (8, 51)

g) Redesigning program as appropriate

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 endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching endorsement

DESCRIPTION OF ACTIVITIES:

Activities will include:

1. Viewing video tapes
2. Reading selected articles
3. Completing assigned activities

EVALUATION:

To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

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 leaders.

Delivery Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R,S
Evaluation Methods: A,B,C,D,F,G /A,B,C,D,Z FEAP: A1, A3

THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT

COMPONENT IDENTIFIER NUMBER: **1-011-001**

Required Inservice Points: **60**

GENERAL OBJECTIVE(S):

To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate proficiency in the following areas as they relate to athletic coaching/teaching:

1. Identify the importance of a selected interscholastic sport as a lifelong activity
2. State the importance of a selected interscholastic sport as a part of our culture (4, 5)
3. Identify the rules and terminology used in a selected interscholastic sport (54, 55)
4. Identify the strategies of team and/or individual play in a selected interscholastic sport (2, 3, 14)
5. Identify the strategies of individual position play in a selected interscholastic sport (14)
6. Exhibit knowledge of safety practices necessary to participate in a selected interscholastic sport (20)
7. State the physical fitness value derived from participation in selected interscholastic sport (32)
8. Identify the skills necessary to participate in selected interscholastic sports (2, 3)
9. State the social skills derived from participation in selected interscholastic sports (25)
10. Identify positive sportsmanship techniques in participating in selected interscholastic sports (24)
11. Identify new methods and techniques for more effective coaching in selected interscholastic sports (2)
12. Identify innovative methods of organizing and administering selected interscholastic sports (54)
13. Identify national, state, and local policy revisions that will affect the administering of a selected interscholastic sport (49)
14. Exhibit a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sports (15-20)
15. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports

TARGET GROUP:

- Certificated teachers who wish to add the coaching endorsement to their certificates
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificates
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching certification

DESCRIPTION OF ACTIVITIES:

Activities will include:

- Viewing videotapes and completing assigned activities
- Reading selected articles and completing assigned activities
- Researching and documenting current methods, strategies, rules, and terminology for the specific sport that is coached
- Prepare a daily and seasonal planner for the specific sport that is coached according to established guidelines

EVALUATION:

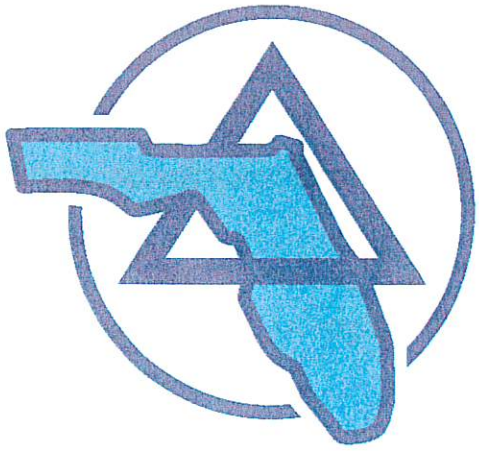
To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

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 leaders.

Delivery Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R,S
Evaluation Methods: A,B,C,D,F,G /A,B,C,D,Z
FEAPs: A1, A3



NEFEC ESOL

English for Speakers of Other Languages Add-On Endorsement Program

2019-2024

A Cooperative Effort to Provide Professional Learning Options to Participating Districts Offering Prekindergarten Programs:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental Research School, Putnam, Suwannee, and Union

NEFEC English for Speakers of Other Languages Add-on Endorsement Program

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NEFEC ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ADD-ON ENDORSEMENT PROGRAM

ESOL

Program Rationale and Purpose

The North East Florida Educational Consortium (NEFEC) is composed of fifteen small and rural school districts in the northeast part of the state. Additionally, two other small and rural districts, Monroe and the FSU Lab School subscribe to the NEFEC Instructional Program and are covered under this endorsement program. The NEFEC districts traditionally have few students who speak other languages, but that student population is growing each year. The traditional face-to- face training in which teachers needing ESOL credit meet and view videos and dialogue about them is problematic due to the distances teachers from these rural areas must travel for these activities. Therefore, the NEFEC districts have been under duress to train teachers in an exemplary fashion as they work with ESOL learners, and they have been pressed to provide travel time in order to receive training. By utilizing the NEFEC eLearning program and creating online courses that are of exemplary quality and are available to teachers no matter how distant or rural their location, no district will find it difficult to access the required professional learning.

Many add-on programs utilize a menu approach for meeting ESOL needs. Teachers can take a course for another purpose that also meets the needs for ESOL endorsements. NEFEC has determined that this approach, while convenient, dilutes the content and diminishes the intent of the Consent Decree. Therefore, NEFEC has determined that developing online training is specifically designed to meet the ESOL standards and specifically designed to cover the content necessary to become a highly qualified ESOL instructor will result in teachers who can ensure student success.

To this end, NEFEC courses are designed so that each participant dialogues with the course facilitator. Through the eLearning program management tool and email, facilitators and participants discuss implementation, and the facilitator becomes the gatekeeper for quality control. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the facilitator responds and requires more from the participant. It is through this meaningful dialogue that learning is demonstrated and quality is maintained for all learners, no matter where they are located.

The NEFEC ESOL Endorsement Plan includes the following five (5) components:

- Culture (Cross-Cultural Communication)
- Language and Literacy (Applied Linguistics)
- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Assessment (ESOL Testing and Evaluation)

A. District Needs

District ESOL Personnel Needs Data

Currently, NEFEC districts report that many of their teachers have received ESOL endorsement through the district inservice plans. According to NEFEC eLearning records, 282 NEFEC teachers

completed one or more of the ESOL Endorsement Courses during 2009-2014. Districts further identify a continuing need to serve out-of-field and other educators, either as an FLDOE or district requirement:

District	Educators Endorsed 2014-2019	Educators Currently Out-of- Field in ESOL	Educators in Need of ESOL Endorsement
Baker	10	17	35
Bradford	79	0	15
Columbia	40	31	40
Dixie	38**	1	20
Flagler	43	89	68
FSDB	8	1	7
FSU-Lab	2	4	4
Gilchrist	3	41	7
Hamilton	14	9	17
Hernando	108	206	500
Lafayette	23	1	5
Levy	28	20	25
Madison*			
Monroe	185	460	207
P. K. Yonge	0	0	7
Putnam	11	34	24
Suwannee	17	22	25
Union Union	0	0	10

*Information not available **number of teachers currently endorsed

B. Benefits to Districts

The purposes of NEFEC's ESOL Add-On Endorsement Program are: to ensure that limited English proficient students have appropriately qualified teachers; to develop competencies of such teachers assigned out-of-field in ESOL to enable them to perform effectively in such assignments; to assist teachers in obtaining or renewing certification; and to provide quality professional learning that is flexible and respectful of instructional time.

The primary target groups for this program are teachers who are identified as out-of-field in ESOL or those new to Florida's education system. Current teaching credentials of each teacher participating in this program will be evaluated on an individual basis by the district certification contact to determine which portions of the program must be completed (see Section VII for more details). The inservice components are appropriate for any teacher seeking renewal of a professional teaching certificate and, as such, they may be considered for the program as a third priority. Other certified teachers who express an interest in the program may participate on a space available basis.

PROGRAM CONTENT/CURRICULUM

A. Competencies

Participants in the NEFEC ESOL Add-On Program must demonstrate that they have acquired the entire Florida teacher ESOL performance standards revised in 2010. These performance standards were developed by a Florida committee of ESOL professionals and have been used to direct the development of teaching training.

FLORIDA TEACHER STANDARDS FOR ESOL ENDORSEMENT 2010

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.

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 (e.g., Parent Leadership Councils (PLC).

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.

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.

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.

2.2.e. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

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.

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.

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.

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.

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.

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.

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.

C. Specialization /Professional Studies

Specialization Studies

Competencies specific to the specialized field of ESOL, as referenced on several websites (e.g., http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2) were used as an additional framework for the curriculum courses and materials designed for inclusion in the ESOL Endorsement Plan.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Standards (http://www.fldoe.org/bii/curriculum/sss/). The standards include access points for students with cognitive disabilities; these access points are useful for some ESOL students and were referenced when designing course materials for the program.

Professional Studies

The two systems cited below were used to guide the development of all professional studies designed for and implemented with educators. All standards in these two systems must be checked for alignment before courses are approved for inclusion in the ESOL Endorsement Plan and subsequently in the NEFEC Professional Learning Catalog.

- ***learningforward***, the professional learning association, Standards for Professional Learning (http://learningforward.org/standards-for-professional-learning)
- Florida's Professional Development System Evaluation Protocol Standards (http://www.teachinflorida.com/LinkClick.aspx?fileticket=mvY2iafRNlc%3D&tabid=66)

D. Nationally Recognized Guidelines

The **TESOL Standards for P-12 ESL Teacher Education Programs** were reviewed and considered in the development of this add-on program. These standards were available on the TESOL website

(www.tesol.org) as well as on the website for the National Council for the Accreditation of Teacher Education (NCATE) programs. These standards are utilized in the accreditation of initial programs in P-12 teacher education.

The Florida Professional Learning Standards for Endorsement of teachers providing basic ESOL instruction to English Language Learners (henceforth, the Florida ESOL Endorsement Standards) are a set of 25 ESOL Performance Standards that were developed using the 75 Florida Adopted Subject Area Competencies for ESOL K-12. The 75 competencies now serve as indicators of adequate coverage for the 25 Performance Standards with the expectation that, by meeting the requirements of the 25 Performance Standards, the program will have sufficiently addressed the content of the five areas mandated in the Florida ESOL Consent Decree.

Instructional Design and Delivery

The NEFEC ESOL Endorsement Program is an integrative approach which incorporates the 25 ESOL standards in each of the following five content areas:

- Culture (Cross-Cultural Communication)
- Language and Literacy (Applied Linguistics)
- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Assessment (ESOL Testing and Evaluation)

A. Instructional Strand

1. Culture (Cross-Cultural Communication)
    a. Introduction to Culture
    b. Positive School Environment
    c. Parents, Schools, and Classrooms
2. Language and Literacy (Applied Linguistics)
    a. Language Acquisition
    b. Language Components-Phonology
    c. Language Components-Morphology
    d. Language Components Semantics
    e. Linguistics Instruction for the ESOL Student
3. Methods of Teaching ESOL
    a. Approaches, Methods, and Techniques
    b. A Closer Look at Several Approaches/Methods/Techniques
    c. Practical Applications
4. ESOL Curriculum and Materials Development
    a. ESOL Delivery Program Models and Standards-Based ESOL Curriculum
    b. Standards-Based Materials, Resources, and Technologies for ELL
    c. Instruction
5. Assessment (Testing and Evaluation of ESOL
    a. Basic Terminology and Issues

b. Introduction to Rating Scales, Rubrics, and Profiles
c. Florida Specific Information for ESOL Students

E. Training Components

(beginning on next page)

ESOL: CROSS-CULTURAL COMMUNICATIONS

COMPONENT IDENTIFIER NUMBER: **1-705-007**

Inservice Points: **60**

DOMAIN 1: CULTURE (CROSS-CULTURAL COMMUNICATIONS)

GENERAL OBJECTIVE

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:

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

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 (e.g., Parent Leadership Councils (PLC).

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: (GENERAL)

- Group discussions/discussion forums
- Case Study
- Lesson Plans
- Assessment development

Sample activities or examples may include: (Specific)

a. Participate in group discussions/discussion forums.
b. Present an oral or written report about some facet of culture specific communication or behavior.
c. Identify the cultural groups in a school and research to find out how that information has changed over the past few years.
d. Review curriculum materials for ESOL-friendly features and/or evidence of cultural bias.
e. Design instructional activities to demonstrate the use of cross cultural awareness.
f. Design criterion-referenced tests to demonstrate the use of cross cultural awareness.
g. Other activities designed by the instructor to provide an opportunity to demonstrate the teacher competencies.

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
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: A2

ESOL: APPLIED LINGUISTICS

COMPONENT IDENTIFIER NUMBER: **1-702-006**

Inservice Points: **60**

DOMAIN 2: LANGUAGE AND LITERACY (APPLIED LINGUISTICS)

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/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:

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

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:

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

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:

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

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: (General)

- Group discussions/discussion forums
- Individual/group projects
- Research/review of professional publications

Sample activities or examples may include: (Specific)

1. Participate in group discussions/discussion forums
2. Prepare a report on activities to help students produce language
3. Report on the aspects of language as communication, culture, and an abstract System
4. Discuss the teacher's role in first and second language acquisition
5. Compare Krashen's Theory of Second Language Acquisition to other views on the subject

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 demonstrate competency on at least 80% of the objectives by completing 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
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,A2

ESOL: METHODS OF TEACHING

COMPONENT IDENTIFIER NUMBER: **1-700-003**

Inservice Points: **60**

DOMAIN 3: METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

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:

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

- 3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1.b. Demonstrate the evolution of laws and policy in the ESL profession, including program models for ELL 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:

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

- 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
- 3.2.e. English to support learning to read and write in English.
- 3.2.f. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.g. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.h. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.

3.2.i. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).

3.2.j. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.k. 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.l. 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:

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

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: (GENERAL)

- Group discussions/discussion forums
- ESOL resource file
- Classroom observations
- Lesson plans

Sample activities or examples may include: (Specific)

1. Participate in group discussions/discussion forums
2. Create an ESOL resource file describing methods and strategies
3. Observe an experienced ESOL teacher's classroom containing one or more ESOL students
4. Create and deliver an ESOL lesson plan using selected methods and strategies

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 demonstrate competency on at least 80% of the objectives by completing 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
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,A3,A4

ESOL: CURRICULUM AND MATERIALS

COMPONENT IDENTIFIER NUMBER: 1-703-005

Inservice Points: 60

DOMAIN 4: ESOL CURRICULUM AND MATERIALS DEVELOPMENT

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:

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

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:

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

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: (GENERAL)

- Group discussions/discussion forums
- School ESOL profile
- Case Study
- Curriculum exploration

Sample activities or examples may include: (Specific)

1. Participate in group discussions/discussion forums
2. Create an ESOL profile of your school including information on the LEP committee
3. Read/discuss a case study on reading acquisition problems
4. Prepare a matrix on the implications of curriculum types

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
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

ESOL: TESTING AND EVALUATION

COMPONENT IDENTIFIER NUMBER: 1-701-004

Inservice Points: 60

DOMAIN 5: ASSESSMENT (ESOL TESTING AND EVALUATION)

GENERAL OBJECTIVES

Teachers understand issues and concepts of formative/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:

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

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/ 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:

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

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/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:

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

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

5.3.c. ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.d. 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.e. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.f. Assist Ells in developing necessary test-taking skills.

5.3.g. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

ACTIVITIES: (GENERAL)

- Assessments
- Presentation/Written Reports
- Materials/Resources
- Group Discussions/discussion forums

Sample activities or examples may include: (Specific)

1. Modify existing teacher-made and criterion referenced tests/other assessments instruments.
2. Develop appropriate assessment procedures, including accommodations for materials currently used in the district.
3. Develop appropriate informal (checklists, teachers' observations, sampling of student work, etc.) assessments for ELLs.
4. Engage in presentations, discussions and other activities which help them master the identified competencies.
5. Discuss ways to interpret to parents' assessment of students' progress.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
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,A3,A4

F. **Matrix**

Florida ESOL Standards 2010 with Performance Indicators	Course Strands
Culture	
1.1.a., 1.1.b., 3.1.c.	a. Introduction to Culture
1.1.c., 1.1.f.	b. Positive School Environment
1.1.c., 1.1.d., 1.1.e	c. Parents, Schools, and Classrooms
Language and Literacy	
2.2.a, 2.2.b., 2.2.c., 2.2.d., 2.3.a., 2.3.b., 2.	a. Language Acquisition
2.1.a., 2.1.b.; 2.3.e	b. Language Components-Phonology
2.1.b., 2.1.e., 2.3.e	c. Language Components- Morphology
2.1.c,2.3.e	d. Language Components-Semantics
2.1.b.,2.1.c., 2.1.d, 2.3.a, 2.3.b., 2.3.c	e. Linguistics Instruction for the ESOL Student
Methods of Teaching ESOL	
3.1.a., 3.1.b.	a. Approaches, Methods, and Techniques
3.1.a., 3.1.b.	b. A Closer Look at Several Approaches/Methods/Techniques
3.2.a.-3.2.k.	c. Practical Applications
ESOL Curriculum and Materials Development	
4.1.a., 4.1.b., 4.1.c., 4.1.d., 4.1.e	a. ESOL Delivery Program Models and Standards
3.3.a., 3.3.b., 3.3.c., 4.2.a., 4.2.b., 4.2.c.	b. Standards-Based Materials, Resources, and Technologies
Assessment	
5.1.a., 5.1.b., 5.1.c., 5.1.d., 5.1.e	a. Basic Terminology and Issues
5.2.b., 5.2.c., 5.3.d., 5.3.f.	b. Introduction to Rating Scales, Rubrics, and Profiles
5.2.a., 5.3.a., 5.3.b., 5.3.c., 5.3.e.	c. Florida Specific Information for ESOL Students

ESOL Teacher Standard	Component Title and Number	Performance Indicator	Evaluation Method
Culture as a Factor in ELLs' Learning	Cross-Cultural Communications *1-705-007*	1.1. a.-1.1.f.	Successful development and completion of projects or products; pre/post assessments
Language as a System	Applied Linguistics *1-702-006*	2.1. a.-2.1.e.	Successful development and completion of projects or products; pre/post assessments
Language Acquisition and Development	Applied Linguistics *1-702-006*	2.2. a.-2.2.d.	Successful development and completion of projects or products; pre/post assessments
Second Language Literacy Development	Applied Linguistics *1-702-006*	2.3. a.-2.3.e.	Successful development and completion of projects or products; pre/post assessments
ESL/ESOL Research and History	Methods of Teaching ESOL *1-700-003*	3.1. a.-3.1.c.	Successful development and completion of projects, products, presentations or classroom demonstration
Standards- Based ESL and Content Instruction	Methods of Teaching ESOL *1-700-003*	3.2.a.-3.2.k	Successful development and completion of projects, products, presentations or classroom demonstration
Effective Use of Resources and Technology	Methods of Teaching ESOL *1-700-003*	3.3.a-3.3.c	Successful development and completion of projects, products, presentations or classroom demonstration; pre/post assessments
Planning for Standards- Based Instruction of ELLs	ESOL Curriculum and Materials Development *1-703-005*	4.1.a-4.1.e	Successful development and completion of projects, products, presentations or classroom demonstration; pre/post assessments
Instructional Resources and Technology	ESOL Curriculum and Materials Development *1-703-005*	4.2.a-4.2.c	Successful development and completion of projects, products, presentations or classroom demonstration; pre/post assessments
Assessment Issues for ELLs	ESOL Testing and Evaluation *1-701-004*	5.1.a-5.1.e	Successful development and completion of projects, products, or presentations; pre/post assessments

Language Proficiency Assessment	ESOL Testing and Evaluation *1-701-004*	5.2.a-5.2.c	Successful development and completion of projects, products, or presentations; pre/post assessments
Classroom- Based Assessments for ELLS	ESOL Testing andEvaluation *1-701-004*	5.3.a-5.3.f	Successful development and completion of projects, products, or presentations; pre/post assessments

G. Instructors

Instructors for both program options will be selected based on **Emergency Rule 6AER91-6(2):** (d) that the district provides assurance that in staffing any ESOL inservice required under these rules or the ESOL Agreement it will consider trainers in the following order, and maintain records whenever it cannot provide inservice staffed by a person with the higher level(s) or training/experience:

1. A master's degree in TESOL, applied linguistics, bilingual education or allies language field, and successful experience with LEP children in the K-12 school system; knowledge of, and experience in content-based ESOL instruction; experience as a trainer/facilitator
2. The five endorsement courses and successful experience with LEP children in the K -12 school system; knowledge of and experience in 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 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; experience as a trainer/facilitator
5. The 60-hour component or 3 credit university course in ESOL strategies for content instruction and successful experience with LEP children in the K-12 school system; experience as a trainer/facilitator
6. Successful experience with LEP children in the K-12 school system and knowledge of and experience in content based ESOL instruction and/or language sensitive content instruction; experience as a trainer/facilitator
7. Any of the above with no experience as a trainer/facilitator
8. Any of the above 1-6 with successful administrative experience with the K-12 ESOL programs or successful teaching experience in higher education or teacher inservice programs in lieu of K-12 experience; knowledge of and experience in language sensitive content instruction; experience as a trainer/facilitator

Program Completion Requirements

A. Program Completion

The endorsement requirements for teachers of ESOL include requirements for general and professional preparation as specified in State Board Rule 6A-4.0242 through 6A-4.045. ESOL may be added to a standard coverage through the earning of college course credit or district add-on program using inservice points or a combination of inservice and college work. This program deals

only with inservice. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted using college coursework alone. If a college course is to be substituted for one of the inservice courses listed, the NEFEC or district ESOL Coordinator must compare the course syllabus to the specific objectives (indicators) in the inservice course to ensure that all indicators are met within the college course.

Satisfactory completion of individual components for add-on purposes 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;
- 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 staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or
- 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.

H. Competency Demonstration

All those attempting to add the ESOL endorsement to their Florida Educator's Certificates must earn a minimum of 300 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, practicum (when applicable), and implementation activities.

I. Competency Verification

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 ESOL inservice course within the chosen plan of study. Certificates will be issued to successful completers as a record of competency completion.

Program Evaluation

A. Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the ESOL endorsement program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

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. Participants, using district staff development program procedures, will evaluate each training component.

The program may be assessed by participants, instructors, staff development personnel, district ESOL director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

The budget for ESOL endorsement will mostly be borne by the participating educators; course participants will be randomly surveyed to determine if the fees were reasonable. In some cases, participants will be reimbursed by a school district for successful completion of the endorsement program. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

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. Impact of more qualified and trained teachers on student performance will be investigated.

B. 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 ESOL Number and percentages of out-of-field that have enrolled in the add- on program Number of enrollees dropped for non-performance Number and percentage 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 learning standards, The curriculum is pertinent to their coaching and professional learning needs, and 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, and Implementation of the program is cost and time effective.

The data collected during the annual review will be used to determine overall program performance and the carry-over effects of the inservice education and training into the ESOL classroom arena.

Program Management

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts, along with the NEFEC Professional Learning Catalog /Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts, NEFEC, state institutions, FDOE, and regional service providers. The North East Florida Educational Consortium will be responsible for: Updating and reviewing the courses Advertising the availability of the courses to the individual districts Providing qualified facilitators (see Part IV, Instructors)

A. Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the ESOL Endorsement Program. Eligibility to participate in the program is predicated on a candidate holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District. 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 that are currently classified as in need of ESOL endorsement to meet employment requirements. Other participants will be admitted to the ESOL Endorsement Program as part of their professional learning plans or to earn inservice credit for recertification purposes.

B. Advisement

Each applicant will receive access to the ESOL Endorsement requirements and orientation will be provided. Each applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant. Continuing advisement will be provided by the appropriate district office personnel on matters related to endorsement add-on offerings, training requirements, and progress toward completion of the ESOL Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, the developments of a Plan of Study, inservice training information, and follow-up advisement for successful program completion.

C. 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.

D. 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 endorsement 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 ESOL inservice course within the chosen plan of study. Inservice credit earned in other school districts may be applied to the ESOL 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 Endorsement Program for ESOL. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director

E. Certification of Completion

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. When participants have completed all program completion requirements, thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the ESOL Endorsement Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will then be submitted to the Florida Department of Education.

School Board Approval

In order for the ESOL Add-On Program to receive state approval, a statement signed by the district superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.

ESOL: APPLIED LINGUISTICS

COMPONENT IDENTIFIER NUMBER: **1-702-006**

Inservice Points: **60**

DOMAIN 2: LANGUAGE AND LITERACY (APPLIED LINGUISTICS)

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/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:

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

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:

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

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:

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

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: (General)

- Group discussions/discussion forums
- Individual/group projects
- Research/review of professional publications

Sample activities or examples may include: (Specific)

1. Participate in group discussions/discussion forums
2. Prepare a report on activities to help students produce language
3. Report on the aspects of language as communication, culture, and an abstract System
4. Discuss the teacher's role in first and second language acquisition
5. Compare Krashen's Theory of Second Language Acquisition to other views on the subject

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 demonstrate competency on at least 80% of the objectives by completing 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
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,A2

ESOL: CROSS-CULTURAL COMMUNICATIONS

COMPONENT IDENTIFIER NUMBER: **1-705-007**

Inservice Points: **60**

DOMAIN 1: CULTURE (CROSS-CULTURAL COMMUNICATIONS)

GENERAL OBJECTIVE

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:

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

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 (e.g., Parent Leadership Councils (PLC).

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: (GENERAL)

- Group discussions/discussion forums
- Case Study
- Lesson Plans
- Assessment development

Sample activities or examples may include: (Specific)

a. Participate in group discussions/discussion forums.
b. Present an oral or written report about some facet of culture specific communication or behavior.
c. Identify the cultural groups in a school and research to find out how that information has changed over the past few years.
d. Review curriculum materials for ESOL-friendly features and/or evidence of cultural bias.
e. Design instructional activities to demonstrate the use of cross cultural awareness.
f. Design criterion-referenced tests to demonstrate the use of cross cultural awareness.
g. Other activities designed by the instructor to provide an opportunity to demonstrate the teacher competencies.

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
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: A2

ESOL: CURRICULUM AND MATERIALS

COMPONENT IDENTIFIER NUMBER: 1-703-005

Inservice Points: 60

DOMAIN 4: ESOL CURRICULUM AND MATERIALS DEVELOPMENT

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:

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

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:

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

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: (GENERAL)

- Group discussions/discussion forums
- School ESOL profile
- Case Study
- Curriculum exploration

Sample activities or examples may include: (Specific)

1. Participate in group discussions/discussion forums
2. Create an ESOL profile of your school including information on the LEP committee
3. Read/discuss a case study on reading acquisition problems
4. Prepare a matrix on the implications of curriculum types

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
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

ESOL: METHODS OF TEACHING

COMPONENT IDENTIFIER NUMBER: 1-700-003

Inservice Points: 60

DOMAIN 3: METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

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:

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

3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.

3.1.b. Demonstrate the evolution of laws and policy in the ESL profession, including program models for ELL 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:

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

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

3.2.e. English to support learning to read and write in English.

3.2.f. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.g. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.h. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.

3.2.i. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).

3.2.j. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.k. 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.l. 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:

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

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: (GENERAL)

- Group discussions/discussion forums
- ESOL resource file
- Classroom observations
- Lesson plans

Sample activities or examples may include: (Specific)

1. Participate in group discussions/discussion forums
2. Create an ESOL resource file describing methods and strategies
3. Observe an experienced ESOL teacher's classroom containing one or more ESOL students
4. Create and deliver an ESOL lesson plan using selected methods and strategies

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 demonstrate competency on at least 80% of the objectives by completing 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
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,A3,A4

ESOL: TESTING AND EVALUATION

COMPONENT IDENTIFIER NUMBER: 1-701-004

Inservice Points: 60

DOMAIN 5: ASSESSMENT (ESOL TESTING AND EVALUATION)

GENERAL OBJECTIVES

Teachers understand issues and concepts of formative/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:

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

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/ 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:

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

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/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:

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

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

5.3.c. ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.d. 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.e. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.f. Assist Ells in developing necessary test-taking skills.

5.3.g. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

ACTIVITIES: (GENERAL)

- Assessments
- Presentation/Written Reports
- Materials/Resources
- Group Discussions/discussion forums

Sample activities or examples may include: (Specific)

1. Modify existing teacher-made and criterion referenced tests/other assessments instruments.
2. Develop appropriate assessment procedures, including accommodations for materials currently used in the district.
3. Develop appropriate informal (checklists, teachers' observations, sampling of student work, etc.) assessments for ELLs.
4. Engage in presentations, discussions and other activities which help them master the identified competencies.
5. Discuss ways to interpret to parents' assessment of students' progress.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
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,A3,A4

NEFEC GIFTED

Add-On Endorsement Program 2020-2025

A Cooperative Effort to Provide Professional Learning Options to Participating NEFEC Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental Research School, Putnam, Suwannee, and Union

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GIFTED ADD-ON ENDORSEMENT PROGRAM

PROGRAM RATIONALE AND PURPOSE

The North East Florida Educational Consortium (NEFEC) is an organization of fifteen small and rural school districts in the northeast part of the state. Additionally, FSU Lab School, Hernando, Madison, and Monroe districts subscribe to the NEFEC Instructional Program and are covered under this endorsement program.

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.

The NEFEC Gifted Add-on Endorsement Program is offered through the NEFEC *e*Learning Network as a fully online program. By utilizing the NEFEC *e*Learning program, teachers have access to these courses when time out of the classroom and distance to attend professional learning opportunities are often barriers in rural districts. The endorsement courses are in a self-paced, online format designed so that each participant dialogues with the course facilitator. Through the *e*Learning program management tool and email, facilitators and participants discuss implementation, and the facilitator becomes the gatekeeper for quality control. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the facilitator responds and requires more from the participant. It is through this meaningful dialogue that learning is demonstrated, and quality is maintained for all learners, at any given time or location for the educator.

The traditional face-to-face training for teachers needing Gifted credit is often problematic due to the distances teachers must travel from these rural areas. Therefore, the NEFEC districts are able to utilize the NEFEC *e*Learning Network and other online courses for Gifted Endorsement that are of exemplary quality and available to teachers no matter how distant or rural their location. Districts that prefer the face-to-face approach will use materials and syllabi that adhere to the same standards as those in the online courses. Since the two delivery methods will be available, no educator will find it difficult to access the required professional development.

The purpose of the Gifted Endorsement is to provide the NEFEC school districts with an add-on endorsement program to reduce the number of out-of-field teachers in the area of gifted education, and to develop a pool of qualified and fully certified teachers of the gifted.

A. NEED FOR PROGRAM

During the previous five years (2015-2020), approximately 70 teachers within the NEFEC's eighteen participating districts have earned the Gifted Add-on Endorsement. While the number of districts with out-of-field teachers in gifted classrooms is low, the need for the NEFEC Gifted Endorsement Add-on Program is evident with a minimum of 55 teachers projected to add this endorsement to their teaching certification over the next five years.

District	Gifted Endorsement 2015-2020	Currently Out-of-Field in Gifted	Projected Need for Gifted Endorsement 2020-2025
Baker	1	0	1
Bradford	4	0	2
Columbia	1	0	8
Dixie	0	0	2
Flagler	20	0	15
FSDB	0	0	0
FSU Lab	2	0	0
Gilchrist	2	0	1
Hamilton	0	0	1
Hernando	12	8	10
Lafayette	0	0	1
Levy	0	0	0
Madison	0	0	0
Monroe	3	0	3
PK Yonge	3	0	1
Putnam	10	4	4
Suwannee	13	0	5
Union	0	1	1

B. CLIENT SATISFACTION DATA

Course		2015-2016	2016-2017	2017-2018	2018-2019	2019-Feb2020
Nature and Needs	Participants who were satisfied	44	36	59	65	9
	Total Participants	52	38	64	69	10
	Percent Satisfied	**85%**	**95%**	**92%**	**94%**	**90%**
Guidance and Counseling	Participants who were satisfied	43	73	56	74	64
	Total Participants	44	74	56	74	65
	Percent Satisfied	**98%**	**99%**	**100%**	**100%**	**98%**
Theory & Development	Participants who were satisfied	69	67	52	94	0
	Total Participants	69	69	53	96	0
	Percent Satisfied	**100%**	**97%**	**98%**	**98%**	
Education of Special Populations	Participants who were satisfied	51	68	49	79	64
	Total Participants	52	70	51	82	64
	Percent Satisfied	**98%**	**97%**	**96%**	**96%**	**100%**
Curriculum & Instructional Strategies	Participants who were satisfied	80	71	59	102	73
	Total Participants	86	72	63	103	73
	Percent Satisfied	**93%**	**99%**	**94%**	**99%**	**100%**

PROGRAM CONTENT/CURRICULUM COMPETENCIES

A. COMPETENCIES

The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, FAC; 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 development of the competencies.

The competencies are listed below; topics and specific objectives for these competencies are listed in the section titled *Instructional Design and Delivery*. Instructional Strands and specific objectives are also found within each component that was designed to implement training in each of the competencies.

Competency 1.0: Nature and Needs

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand 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, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

Competency 2.0: Curriculum and Instructional Strategies for Teaching Gifted Students

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

Competency 3.0: Guidance and Counseling for the Gifted

Participants will develop an awareness 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 4.0: Education of Special Populations of Gifted Students

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding of 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 of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Competency 5.0: Theory and Development of Creativity

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.

B. SPECIALIZATION

6A-4.01791 Specialization Requirements for the Gifted Endorsement – Academic Class Beginning July 1, 1992.

(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;

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-92.

C. NATIONALLY RECOGNIZED GUIDELINES

The content and activities associated with each course of the NEFEC Gifted Add-on Endorsement Program is aligned with the 2013 NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education.

The National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and the Association for the Gifted (TAG) worked collaboratively to develop these nationally recognized standards for teacher preparation programs in gifted and talented education. The standards reflect current thinking in gifted education and bring coherence to teacher education programs throughout the United States.

National Association for Gifted Children (NAGC) https://www.nagc.org/

NAGC is an organization of parents, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.

The Council for Exceptional Student Education (CEC) https://www.cec.sped.org/

CEC is the national organization which promotes quality in programs for exceptional students and has a long history of involvement in accreditation of personnel preparation programs.

Association for the Gifted (TAG) http://cectag.com/
TAG is a Division of CEC and is a leading voice for special and gifted education. CEC-TAG establishes professional standards for teacher preparation for the field, develops initiatives to improve gifted education practice, and ensures that the needs of children and youth with exceptionalities are met in educational legislation.

D. GIFTED Endorsement Competency Paths 2020-2025

Competency 1 / Component # 1-106-006 / 60 Hours		
Course	**Provider**	**Delivery**
Nature and Needs 2025	NEFEC	Online
Nature and Needs of Students Who Are Gifted	FDLRS Centers[1]	Varies
Gifted: Nature and Needs	Beacon Educator	Online
Nature and Needs of Gifted	Shultz Center	Online
Nature and Needs of Gifted Students No. FL-GT-ED-241	Literacy Solutions and More, Inc.	Online
EGI 50xx/60xx Nature & Needs of the Gifted	Florida University System[2]	Varies
Competency 2 / Component # 1-106-007 / 60 Hours		
Course	**Provider**	**Delivery**
Curriculum and Instructional Strategies for Teaching Gifted Students 2025	NEFEC	Online
Curriculum Development for the Gifted	FDLRS Centers[1]	Varies
Gifted: Curriculum and Instructional Strategies	Beacon Educator	Online
Curriculum Development for the Gifted	Shultz Center	Online
Curriculum and Instruction for Teaching Gifted Students: Strategies, Procedures, and Methods No. FL-GT-ED-267	Literacy Solutions and More, Inc.	Online
EGI 62xx Advanced Educational Strategies in Gifted Education	Florida University System[2]	Varies
Competency 3 / Component # 1-106-008 / 60 Hours		
Course	**Provider**	**Delivery**
Guidance and Counseling for the Gifted 2025	NEFEC	Online
Guidance and Counseling for the Gifted	FDLRS Centers[1]	Varies
Gifted: Guidance and Counseling	Beacon Educator	Online
Guidance and Counseling for the Gifted	Shultz Center	Online
Guidance Counseling of Gifted and Talented Students No. FL-GT-ED-270	Literacy Solutions and More, Inc.	Online
EGI 64xx Consultation, Collaboration and Guidance in Gifted Education	Florida University System[2]	Varies
Competency 4 / Component # 1-106-009 / 60 Hours		
Course	**Provider**	**Delivery**
Education of Special Populations of Gifted Students 2025	NEFEC	Online
Education of Special Populations of Gifted Students	FDLRS Centers[1]	Varies
Gifted: Educating Special Populations	Beacon Educator	Online
Special Populations of Gifted	Shultz Center	Online
Educating Special Populations of Gifted Students No. FL-GT-ED-271	Literacy Solutions and More, Inc.	Online
EGI 69xx Seminar in / EGI 62xx Education of Special Populations of Gifted	Florida University System[2]	Varies
Competency 5 / Component # 1-106-010 / 60 Hours		
Course	**Provider**	**Delivery**
Theory and Development of Creativity 2025	NEFEC	Online
Theory and Development of Creativity	FDLRS Centers[1]	Varies
Gifted: Theory and Development of Creativity	Beacon Educator	Online
Theory and Development of Creativity	Shultz Center	Online
Theory and Development of Creativity: Practices that Nurture Creativity in the Gifted and Talented No. FL-GT-ED-272	Literacy Solutions and More, Inc.	Online
EGI 53xx/63xx Theory & Development of Creativity	Florida University System[2]	Varies

[1] Teachers would contact their district to see if their local FDLRS Center is offering the Gifted Endorsement courses.

[2] Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements; credit hours can be converted to inservice points (See Transfer and Utilization of Credit).

INSTRUCTIONAL DESIGN AND DELIVERY

A. 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 listed here:

Instructional Strands	Topics	
Nature and Needs	1. Defining Giftedness and Exploring Foundations 2. Understanding Giftedness	3. Identifying the Gifted 4. Educating the Gifted 5. Managing Gifted Services
Curriculum and Instructional Strategies for Teaching Gifted Students	1. Key Terms and Concepts 2. Programs and State Standards 3. Principles of DI and UDL 4. Curriculum Models 5. Curriculum and Instructional Strategies 6. Selecting Resources, Materials and Technology	7. Instructional Needs and Strategies 8. Designing Units of Instruction 9. Providing a Continuum of Services 10. Students Outcomes and Educational Plan 11. Communicating and Advocating Effectively 12. Program Evaluation
Guidance and Counseling for the Gifted	1. Understanding the Gifted 2. Developmental Characteristics of Gifted Children 3. Phenomenological Experience of Being Gifted 4. Strengths and Vulnerabilities 5. Personality Variance of the Gifted and Highly Gifted 6. Special Populations	7. From Risk to Resiliency 8. Opportunities in Educational Placement 9. Counseling, Guidance, and Career Placement 10. Supporting Social Skills and Leadership 11. Advocates for the Gifted 12. Parenting the Gifted Child and Family Dynamics
Education of Special Populations of Gifted Students	1. Identification of Special Populations of Gifted Students 2. Diverse Types of Gifted Students 3. Multicultural Gifted Education: Incidence of Special populations of Gifted 4. Ethnicity 5. Linguistic Diversity 6. Underachievement	7. Socio-economic and Educational Disadvantage 8. Twice-Exceptional Students 9. Diverse Family Structures and Pressures 10. Gender and LGBTQ+ 11. Age: Young Gifted and Highly Gifted 12. Evaluation of Effective Programs for Special Populations of Gifted Students
Theory and Development of Creativity	Valuing Creativity Defining Creativity	Measuring Creativity and Assessing Creative Outcomes

	Developing and Nurturing Creativity	Personalization and Commitment to Creativity

B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	**EVALUATION (STAFF/PARTICIPANT)**
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of "High Effect" Practice(s) I. Job Embedded J. Deliberate Practice	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	**EVALUATION (STUDENTS)**
A. Quality of Instruction A1. Instructional Design and Lesson Planning A2. The Learning Environment A3. Instructional Delivery and Facilitation A4. Assessment B. Continuous Improvement, Responsibility and Ethics B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct	A. Results of State or District-Developed/Standardized Student Growth Measure(s) B. Results of School/Teacher-Constructed Student Growth Measure(s) C. Portfolios of Student Work D. Observation of Student Performance F. Other Performance Assessments G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

C. TRAINING COMPONENTS

NATURE AND NEEDS 2025

COMPONENT NUMBER: 1-106-006

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 006

POINTS TO BE EARNED: 60

DESCRIPTION:

Nature and Needs 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.

Participants will develop an awareness of the teacher's role in the identification process, the process and content of individual psychological testing in the identification of the gifted, the roles and functions of various systems which support teachers working to meet the needs of children who are gifted, the cognitive and affective characteristics of children who are gifted, and the basic issues involved with the planning, developing, and implementing of programs for children who are gifted.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

Competency 1.0

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand 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, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

Topics:

1. Defining Giftedness and Exploring Foundations
2. Understanding Giftedness
3. Identifying the Gifted
4. Educating the Gifted
5. Managing Gifted Services

SPECIFIC OBJECTIVES:

1. Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research. (Topic 1)
2. Demonstrate an understanding of major historical and contemporary trends that influence gifted education. (Topic 1)
3. Demonstrate knowledge of the historical, national, and state definitions of giftedness. (Topic 1)
4. Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida. (Topic 1)
5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (Topic 2)
6. Identify the needs and challenges associated with common gifted characteristics. (Topic 2)
7. Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)
8. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)
9. Identify issues related to the identification of students who may be gifted. (Topic 3)
10. Examine district screening practices and identification procedures. (Topic 3)
11. 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 3)
12. Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment. (Topic 4)
13. Analyze the relationship among gifted programming, differentiation, and identification criteria. (Topic 4)
14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance. (Topic 4)
15. 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. (Topic 4)

16. Describe the characteristics and competencies of effective teachers of students who are gifted. (Topic 4)
17. 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. (Topic 5)
18. Identify and interpret implications of current research that impacts gifted education. (Topic 5)
19. 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. (Topic 5)
20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (Topic 5)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on facilitator's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Demonstrate and apply newly acquired knowledge and skills through assigned activities
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: G: Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. WHAT EVALUATION DATA ADDRESS THE VALUE OF THE PD DESIGN?

To evaluate the value of the PD design presented, an evaluation form is 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 facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. What evaluation data address the 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
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Other measures that may be relevant to quality of implementation of PD

C. Who will use these aspects of PD evaluation data?

NEFEC eLearning, 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.

Developed by NEFEC Spring 2020
FEAP: A1, A2, A3, A4

CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025

COMPONENT NUMBER: 1-106-007

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 007

POINTS TO BE EARNED: 60

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 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.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment
- ☒ Mastery of a specific instructional practice: Instructional Strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

Topics:

1. Key Terms and Concepts
2. Programs and State Standards
3. Principles of DI and UDL
4. Curriculum Models
5. Curriculum and Instructional Strategies
6. Selecting Resources, Materials and Technology
7. Instructional Needs and Strategies
8. Designing Units of Instruction
9. Providing a Continuum of Services
10. Students Outcomes and Educational Plan
11. Communicating and Advocating Effectively
12. Program Evaluation

SPECIFIC OBJECTIVE(S):

It is anticipated that, upon successful completion of this module, the participant will be able to:

1. Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner. (Topic 1)
2. Demonstrate understanding of the terminology used in the development of curriculum for the gifted. (Topic 1)
3. 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 2)
4. Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL). (Topic 3)
5. Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)
6. Develop an understanding of the issues of equity and excellence as they relate to giftedness. (Topic 5)
7. Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)
8. Demonstrate the ability to select gifted curriculum and appropriate instructional strategies. (Topic 5)
9. Appreciate the role of assessment as an instructional strategy. (Topic 5)
10. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)
11. Demonstrate the ability to match instructional strategies to individual needs of learners. (Topic 7)
12. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 7)
13. 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 8)

14. Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students. (Topic 9)
15. 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. (Topic 10)
16. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)
17. 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 11)
18. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 12)
19. 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. (Topic 12)
20. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 12)
21. Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities. **Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

- Educators will:
- Participate in discussions based on facilitator's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face deliver
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Engage in the following activities as appropriate: professional readings, classroom observation, research paper, case study, and/or other activities approved by the instructor.
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Design and deliver assessments; collect the data and analyze to inform instruction
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Facilitator support provides ongoing feedback to participants; when appropriate, structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. **WHAT EVALUATION DATA ADDRESS THE VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is 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 facilitator and NEFEC Instructional Department. For the online courses, the information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. **WHAT EVALUATION DATA ADDRESS THE 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
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Other measures that may be relevant to quality of implementation of PD

C. **WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC eLearning, 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.

Developed by NEFEC Spring 2020

FEAP: A1, A2, A3, A4

GUIDANCE AND COUNSELING FOR THE GIFTED 2025

COMPONENT NUMBER: 1-106-008

Function: 1 – Subject Content/Academic Standards

Focus Area: 106 – Gifted and Talented
Local Sequence Number: 008

Points to Be Earned: 60

DESCRIPTION

Guidance and Counseling for the Gifted 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 determine the different characteristics and the affective needs of gifted children; identify risk factors related to gifted students; and support social skills, career exploration, and leadership development of gifted students.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment
- ☒ Mastery of a specific instructional practice: Instructional Strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

Competency 3.0

Participants will develop an awareness 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.

Topics:

1. Understanding the Gifted
2. Developmental Characteristics of Gifted Children
3. Phenomenological Experience of Being Gifted
4. Strengths and Vulnerabilities
5. Personality Variance of the Gifted and Highly Gifted
6. Special Populations
7. From Risk to Resiliency
8. Opportunities in Educational Placement
9. Counseling, Guidance, and Career Placement
10. Supporting Social Skills and Leadership
11. Advocates for the Gifted
12. Parenting the Gifted Child and Family Dynamics

SPECIFIC OBJECTIVE(S):

1. Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society. (Topic 1)
2. Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (Topic 1)
3. Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large. (Topic 1)
4. 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). (Topic 2)
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life. (Topic 2)
6. Understand the inner experience of gifted children. (Topic 3)
7. Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding **the** gifted. (Topic 3)
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (Topic 3)
9. Understand the distinguishing characteristics of emotional and spiritual giftedness. (Topic 3)
10. Understand strengths and vulnerabilities of a gifted individual that originate from within the self. (Topic 4)
11. Understand vulnerabilities that are due to another's reaction to giftedness. (Topic 4)
12. Understand the vulnerabilities that are due to a specific circumstance. (Topic 4)
13. Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (Topic 5)
14. 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. (Topic 5)

15. Recognize that a person with an I.Q. two or more standard deviations above the norm is different. (Topic 5)
16. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation. (Topic 5)
17. 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. (Topic 6)
18. Realize the need for additional or different assessment tools to identify special population students. (Topic 6)
19. Learn how to recognize, understand, and support gifted children with multiple differences. (Topic 6)
20. Identify risk factors and resiliency as related to gifted students. (Topic 7)
21. Enumerate what you can do as a teacher to help students at risk. (Topic 7)
22. List symptoms in children and adults of addiction and physical or sexual abuse. (Topic 7)
23. 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. (Topic 8)
24. 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. (Topic 8)
25. Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration. (Topic 8)
26. Recognize home-schooling as a positive option for some gifted students and families. (Topic 8)
27. Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns. (Topic 8)
28. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. (Topic 9)
29. Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology. (Topic 9)
30. Realize counseling provides empathy and partnership in times of need. (Topic 9)
31. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices. (Topic 9)
32. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices. (Topic 9)
33. Learn how to help students develop social skills and inspire leadership. (Topic 10)
34. Support gifted children's experience of global interconnectedness and personal responsibility to take action. (Topic 10)

35. Realize that a primary need in life is to belong. (Topic 10)
36. Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (Topic 10)
37. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (Topic 10)
38. Acquire and refine the knowledge and skills needed to advocate for gifted learners. (Topic 11)
39. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming. (Topic 11)
40. Identify advocacy issues, needs, resources, educational laws, skills, and strategies. (Topic 11)
41. Support the necessity of self-advocacy by gifted students. (Topic 11)
42. Understand that gifted children naturally have unique needs that parents are challenged to address daily. (Topic 12)
43. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children. (Topic 12)
44. 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. (Topic 12)
45. Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them." (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery

- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance

Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. **WHAT EVALUATION DATA ADDRESS THE VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is 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 facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. **WHAT EVALUATION DATA ADDRESS THE 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
- Alignment and quality of student artifacts that participants submit
- 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.

Developed by NEFEC Spring 2020 FEAP: A1, A2, A3, A4

EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025

COMPONENT NUMBER: 1-106-009

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 009

POINTS TO BE EARNED: 60

DESCRIPTION

Education of Special Populations of Gifted Students 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.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

COMPETENCY 4.0

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain

acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding of 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 of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Topics:

1. Identification of Special Populations of Gifted Students
2. Diverse Types of Gifted Students
3. Multicultural Gifted Education: Incidence of Special populations of Gifted
4. Ethnicity
5. Linguistic Diversity
6. Underachievement
7. Socio-economic and Educational Disadvantage
8. Twice-Exceptional Students
9. Diverse Family Structures and Pressures
10. Gender and LGBTQ+
11. Age: Young Gifted and Highly Gifted
12. Evaluation of Effective Programs for Special Populations of Gifted Students

SPECIFIC OBJECTIVES:

1. 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). (Topic 1)
2. Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations. (Topic 1)
3. Match appropriate screening and identification procedures with the needs of special populations. (Topic 1)
4. Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (Topic 2)
5. Understand the learning needs and challenges of diverse types of gifted students. (Topic 2)
6. Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students. (Topic 2)
7. Examine the challenges of finding gifted students from underserved populations. (Topic 2)
8. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 2)
9. Examine the nature of giftedness in relation to multicultural principles and underserved populations. (Topic 3)
10. Acquire knowledge of diversity focus of national standards in gifted education. (Topic 3)
11. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 3)
12. Examine personal cultural competencies. (Topic 3)
13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (Topic 4)
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (Topic 4)
15. Identify the characteristics of specific ethnic groups of gifted students. (Topic 4)

16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups. (Topic 4)
17. Understand the characteristics and needs of linguistic minority gifted students. (Topic 5)
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into the curriculum. (Topic 5)
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (Topic 5)
20. Examine ways to identify high potential linguistic minority students. (Topic 5)
21. Identify strategies to effectively work with linguistic minority students. (Topic 5)
22. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students. (Topic 5)
23. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (Topic 6)
24. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (Topic 6)
25. Explore ways to identify gifted students from special populations who are unsuccessful in school. (Topic 6)
26. Examine the characteristics and needs of these students. (Topic 6)
27. Identify strategies to assist these students. (Topic 6)
28. Identify and describe low socio-economic status populations that are underserved. (Topic 5)
29. Examine the nature of giftedness as masked by socio-economic and educational disadvantages. (Topic 7)
30. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children. (Topic 7)
31. Identify key research on identification of disadvantaged gifted students from underserved populations. (Topic 7)
32. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students. (Topic 7)
33. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (Topic 7)
34. 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 7)
35. Clarify and define diverse types of gifted twice-exceptional students. (Topic 8)
36. 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. (Topic 8)
37. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (Topic 8)
38. Discuss strategies and programming needs for gifted students who are twice-exceptional. (Topic 8)
39. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (Topic 9)
40. Identify the unique characteristics and needs of gifted students from diverse family structures. (Topic 9)

41. Identify strategies for stimulating personal growth of gifted students from diverse families. (Topic 9)
42. Identify community support systems for diverse families of gifted students. (Topic 9)
43. Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+. (Topic 10)
44. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (Topic 10)
45. Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students. (Topic 10)
46. Explore the contribution of mentorships in their education. (Topic 10)
47. Examine concepts of age-appropriate development in relation to concepts of giftedness. (Topic 11)
48. Understand the needs and characteristics of very young gifted students. (Topic 11)
49. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs. (Topic 11)
50. Understand the needs and characteristics of highly gifted students. (Topic 11)
51. Identify problems, challenges and present options for developing skills in highly gifted students. (Topic 11)
52. Examine exemplary practices and programs for meeting the needs of the highly gifted student. (Topic 11)
53. Identify and describe criteria of effective programs. (Topic 12)
54. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (Topic 12)
55. Identify instructional methods that accommodate the needs of special populations. (Topic 12)
56. Identify key research on programs for special populations. (Topic 12)
57. Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts. (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance

Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. **WHAT EVALUATION DATA ADDRESS THE VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is 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 facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. **WHAT EVALUATION DATA ADDRESS THE 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
- Alignment and quality of student artifacts that participants submit
- 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.

Developed by NEFEC Spring 2020 FEAP: A1, A2, A3, A4

THEORY AND DEVELOPMENT OF CREATIVITY 2025

COMPONENT NUMBER: 1-106-010

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 010

POINTS TO BE EARNED: 60

DESCRIPTION

Theory and Development of Creativity provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. Participants will increase their knowledge of the nature and definition of creativity, reflect on and learn ways to enhance personal creativity, and how to provide ideas and strategies for teaching others (students) to develop and use their creativity.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

Competency 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.

TOPICS:

Topic 1: Valuing Creativity

Topic 2: Defining Creativity

Topic 3: Developing and Nurturing Creativity

Topic 4: Measuring Creativity and Assessing Creative Outcomes

Topic 5: Personalization and Commitment to Creativity

SPECIFIC OBJECTIVES:

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (Topic 1)
2. Demonstrate an understanding of how creative thinking can be used to address problems in society. (Topic 1)
3. Describe the impact of creativity on personal growth and self-actualization. (Topic 1)
4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted. (Topic 2)
5. Review research in the field of creativity and apply it to a classroom setting. (Topic 2)
6. Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration. (Topic 2)
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (Topic 2)
8. Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression. (Topic 3)
9. Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (Topic 3)
10. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (Topic 3)
11. Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (Topic 3)
12. Develop instructional plans to integrate creativity within and across the content areas on process and product. (Topic 3)
13. Understand the role of assessment of creativity and the use of tests and inventories. (Topic 4)
14. Describe, compare, and evaluate different instruments for measuring creativity. (Topic 4)
15. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (Topic 4)
16. Describe traits and appropriate criteria used to assess creative outcomes and products. (Topic 4)
17. Explore and analyze the ethical issues surrounding creativity. (Topic 5)

18. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (Topic 5)
19. Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (Topic 5)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

Participate in discussions based on instructor's presentation

Discuss and apply research-based practices

Engage in research for web-based resources

Research case studies

Create collaborative learning activities

Utilize collaborative practices within various contexts

Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate

- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

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Developed by NEFEC

Spring 2020

FEAP: A1, A2, A3, A4

D. GIFTED ENDORSEMENT ALIGNMENT MATRIX

COMPETENCY 1: Nature and Needs 2025				
Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand 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, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.				
Specific Objective	**Objective Code**	**NAGC-CEC Standards Gifted/Talented**	**Curriculum Study Assignment at Objective Level with Built-In Formative Assessment**	**Objective Codes Mastered**
Topic 1: Defining Giftedness and Exploring Foundations / What is giftedness?			**Module 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. (Topic 1)	1.1	GT6.1, GT6.2, GT6.5	**M1 DISCUSSION** Post your own personal definition of "gifted". What considerations do you think should go into deciding if a student is gifted? How can you tell? Why? **Discussion Post**	1.3
Demonstrate an understanding of major historical and contemporary trends that influence gifted education. (Topic 1)	1.2	GT6.2-GT6.4	**ASSIGNMENT 1.1** Review the significant events in the history of gifted education. Choose two events and write an explanation of why it was important to gifted education and what changes were brought about as a result. **Annotated Timeline**	1.2
Demonstrate knowledge of the historical, national, and state definitions of giftedness. (Topic 1)	1.3	GT6.1, GT6.2-GT6.4	**ASSIGNMENT 1.2** Write a letter to the editor or opinion piece that advocates for gifted education in the local school district. **Letter or opinion piece**	1.1 1.4
Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida. (Topic 1)	1.4	GT4.1-GT4.3	**ASSIGNMENT 1.3** Revise your initial draft of your personal definition of "Gifted". Think about what characteristics are used to identify giftedness? What have you learned in module 1 that has affected your definition? Did you change anything about your	1.3

			definition? Provide an explanation of why you did or did not change your definition. **Revised Definition**	
Topic 2: Understanding Giftedness / Who are the gifted and what are their unique needs			**Module 2: Understanding and Identifying Giftedness**	
Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (Topic 2)	1.5	GT1.1, GT1.2	**M2 DISCUSSION** Discuss the dissonance that sometimes exists between performance and potential or academic achievement and giftedness. Give specific (real or fictional) examples to support your discussion. **Discussion Post**	1.5
Identify the needs and challenges associated with common gifted characteristics. (Topic 2)	1.6	GT1.1, GT1.2	**ASSIGNMENT 2.1 Option A OR B** **Option A**: Reading on Types of Gifted Students. Choose two types of gifted students and create a verbal and pictorial descriptive representation of the two "types" of students. Be sure that you represent every aspect of the student including emotional, physical, social, and developmental qualities. **Verbal and Pictorial Descriptive Representation** OR **Option B**: Write an article or journal entry explaining the following: "Which of the characteristics associated with gifted students are easiest to see in a classroom setting? Which are more difficult to observe? What barriers are there to recognizing the characteristics at certain developmental stages, or in certain populations of gifted learners?" Article/ Journal Entry	1.5 1.6 1.7 1.8
Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)	1.7	GT1.1, GT1.2, GT4.4		
Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)	1.8	GT2.1, GT2.4		
Topic 3: Identifying the Gifted / How are learners who are gifted identified?				
Identify issues related to the identification of students who may be gifted. (Topic 3)	1.9	GT1.1, GT1.2	**ASSIGNMENT 2.2 Option A OR B** **Option A**: Investigate screening practices within a local school district. Use the "In Search of Gifted Students: District Procedures Checklist" of suggested screening instruments and procedures to identify those which are part of the district's	1.9 1.10 1.11

Examine district screening practices and identification procedures. (Topic 3)	1.10	GT4.1-GT 4.4	practices. Create a flow chart or map that outlines the process for screening and identification in the district, including the Plan B process when applicable. Flow Chart/Map OR **Option B**: Create an electronic presentation outlining the referral and identification process, including the Plan B process when applicable, for a faculty or parent audience. Include information about how gifted characteristics may be recognized in various populations and what the teachers' and parents' roles are in the process. **Presentation**	
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 3)	1.11	GT4.1-GT 4.4		
Topic 4: Educating the Gifted / Key Question: In what ways should schools plan and program for the gifted?			**Module 3: Educating the Gifted**	
Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment. (Topic 4)	1.12	GT3.1-GT 3.4	**ASSIGNMENT 3.1** Develop a brochure or electronic presentation for faculty or administrators that help increase awareness of the unique needs of gifted students and their need for appropriate programming. Include a program outline, timeline, description of activities, and related resources. **Brochure/ Presentation**	1.12 1.13 1.14
Analyze the relationship among gifted programming, differentiation, and identification criteria. (Topic 4)	1.13	GT3.3, GT5.1		
Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance. (Topic 4)	1.14	GT5.1-GT 5.5	**M3 DISCUSSION** Discuss the asynchronous development of gifted children and how educators can use students' strengths to guide them toward a positive self-image and a productive school career. **Discussion Post**	1.14 1.15
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. (Topic 4)	1.15	GT3.1-GT 3.4	**ASSIGNMENT 3.2** Develop an action plan to change the service model in your school or district or articulate a defense for the model(s) currently in place. Consider student, parent, faculty and administrative factors. Include a description of the current service options, the recommended changes, and what needs to be in place to implement them.	1.13 1.15

			Action Plan	
Describe the characteristics and competencies of effective teachers of students who are gifted. (Topic 4)	1.16	GT5.1-GT 5.5	**ASSIGNMENT 3.3 Option A, B, OR C** Choose one of the following options: **Option A**: Write a job description advertising the position of gifted education teacher. Include such information as personal characteristics, educational requirements, and key competencies. **Option B**: Compose a letter to a school administrator providing specific details about why the applicant would be the best choice to fill the position of teacher of the gifted including personal characteristics, education experience, and key competencies. **Option C**: Write an introduction for the Gifted Education Teacher of the Year to be shared at a school board or professional organization meeting. Include personal characteristics, education experience, and key competencies. **Job Description/ Letter/ Introduction**	1.16
Topic 5: Managing Gifted Services / What other factors must be considered in the education of the students who are gifted?			**Module 4: Managing the Gifted Program**	
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. (Topic 5)	1.17	GT6.1-GT 6.3	**ASSIGNMENT 4.1** Read "Florida Statutes Relevant to Gifted". Research rules affecting gifted education in "Florida Statutes and State Board Education Rules: Excerpts Related to Exceptional Student Education" (revised 2011) at http://www.fldoe.org/ese/pdf/1b-stats.pdf. Outline and present key elements in an electronic presentation. Include your ideas on how these rules may affect the day-to-day operation of the gifted program at your school or district. **Presentation**	1.17 1.18 1.19
Identify and interpret implications of current research that impacts gifted education. (Topic 5)	1.18	GT6.1-GT 6.3	**M4 DISCUSSION** Who Speaks for the Gifted? What is an advocate? What are teachers' professional responsibilities regarding advocacy for their students?	1.18 1.20

			Who is/are the advocates for the gifted students at my school? **Discussion Post**	
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. (Topic 5)	1.19	GT6.1	**ASSIGNMENT 4.2** Develop and conduct a survey for parents, students and educators to address issues related to gifted programming at your school or in your district, focusing on student needs and available services. Create an advocacy plan based on survey results and develop an electronic presentation to present the results and your plan to an audience of stakeholders. **Survey/ Advocacy Plan**	1.17 1.19 1.20
Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (Topic 5)	1.20	GT6.4, GT6.5		

SUMMATIVE ASSESSMENTS:

PRE-POST ASSESSMENTS

CULMINATING PROJECT OPTION A OR B

Option A: Read the five scenarios presented in the document "How Would You Respond Scenarios". Each of these is a scenario that one could experience as a Teacher of the Gifted. For each scenario, using what you have learned from this course and any other outside research, prepare at least a one-page, written response to the person in that scenario. Be sure that each response directly addresses the concerns of the other party and includes supporting research, expert opinion and documentation for each part of your response.

Scenario Responses

Or

Option B: Develop a webpage or booklet that includes the following:

Information for teachers and parents about the characteristics and needs of learners who are gifted

Links to organizations that support gifted education

Links to district and state websites in gifted education

Information about the gifted program at your school

Research about other pertinent topics in gifted education

Be sure that your product is useful and easy to use as well as visually appealing (pictures, graphs, easy-to-read text).

Webpage/ Booklet

COMPETENCY 2: Curriculum and Instructional Strategies for Teaching Gifted Students 2025

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

Topic Key Question	Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
Module 1-Understanding and Differentiating Curriculum for the Gifted Student					
Topic 1: Key Terms and Concepts Why differentiate instruction? What key terms and concepts guide our understanding of curriculum for the gifted learner?	Justify the need to differentiate of adapt instruction to respond to the needs of the gifted learner. (Topic 1)	2.1	GT3.4	**M1 DISCUSSION** Using at least five of the "Principles of Differentiation Curriculum for the Gifted/Talented" and tenets of UDL, explain how you would plan to differentiate a lesson using both the NAGC-CEC Standards Gifted/Talented and Florida Frameworks to assist you. **Discussion Post**	2.1 2.3 2.4
	Demonstrate understanding of the terminology used in the development of curriculum for the gifted. (Topic 1)	2.2	GT5.1, GT6.1	**ASSIGNMENT 1.1** Complete interactive activity to match gifted terminology with meaning.	2.2
Topic 2: Programs and State Standards What are the gifted program and state standards? What was the rationale for establishing them? How do they impact gifted education?	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 2)	2.3	GT6.1	**ASSIGNMENT 1.2 Option A OR B** **Option A**: Taking into consideration the characteristics of a gifted learner, review the state rules related to providing service for the gifted student. Develop a PowerPoint presentation to justify providing specially designed instruction for this population.	2.1 2.3 2.4

How do they relate to the national gifted standards?				**Completed PowerPoint** **OR** **Option B:** Compare and contrast the current state standards with the standards developed by NAGC-CEC. Create a Venn diagram comparing the two and explain the implications this has on your school. **Venn diagram and Explanation.**	
Topic 3: Principles of DI and UDL What are the principles of a differentiated and universally designed curriculum?	Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL). (Topic 3)	2.4	GT1.2, GT3.2, GT3.3	**ASSIGNMENT 1.3 Option A OR B** **Option A:** Using a T chart summarize what a differentiated classroom using Universal Design for Learning (learning activities, instruction, assessment, etc.) might look and sound like. **Chart** **OR** **Option B:** Prepare a PowerPoint presentation for the stakeholders (parents, peers, administrators) explaining how you use differentiated instruction and Universal Design for Learning (UDL) in your classroom and their importance to the education of the gifted learner. Include relevant key terms. **PowerPoint Presentation**	2.1 2.2 2.4
Module 2-Designing the Gifted Curriculum					

Topic 4: Curriculum Models What are the strengths and weaknesses of various curriculum models for students who are gifted?	Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)	2.5	GT5.1, GT5.2, GT5.5	**M2 DISCUSSION** Explain which of this module's activities you could use to develop compacted curriculum units for your students, how this activity aligns with one of the four models of differentiation and how you will use them in your classroom. **Discussion Post**	2.5 2.6 2.7 2.8 2.9
Topic 5: Curriculum and Instructional Strategies What strategies do exemplary teachers of the gifted use to facilitate growth and academic achievement in their students?	Develop an understanding of the issues of equity and excellence as they relate to gifted. (Topic 5)	2.6	GT1.1, GT1.2	**ASSIGNMENT 2.1 Option A OR B** **Option A**: Compare an existing gifted curriculum (your own or someone else's) to one of the models presented in this module. Be as thorough as possible. Describe a plan to adjust the existing curriculum to better align with the chosen model. **Curriculum Evaluation and Proposal** OR **Option B**: Based on your teaching style and the students currently assigned to you, develop a PowerPoint for your parents and administrators explaining how you will use one of the models studied in this module to differentiate your curriculum. Be sure to include the research to support your decision. **PowerPoint Presentation**	2.5 2.6 2.7 2.8 2.9
	Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)	2.7	GT5.1		

	Demonstrate the ability to select gifted curriculum and appropriate instructional strategies. (Topic 5)	2.8	GT1.1, GT2.1	**ASSIGNMENT 2.2 Option A OR B** **Option A**: Select a theme in a specific subject and grade level. Using the NAGC Rubric for Rating Outstanding Curricular Material, develop a unit of study. Be sure your unit covers each area. Your unit should be for one to three weeks, cover the pertinent Florida State Standards, and should apply principles from one of the curriculum models discussed earlier. If possible, reference the Educational Plans (EPs) for students in your class to determine their learning strengths. Critique your own unit using the components from NAGC's Rubric for Rating Outstanding Curriculum Material and the Checklist for Rigor from the *Florida's Frameworks for K-12 Gifted Learners.* **Unit of Study and Critique.** **OR** **Option B:** Using the Learning Contract template, design a compacted unit for one of your students. Explain how you determined the student's eligibility for the voluntary participation. **Learning Contract Template and Explanation**	2.5 2.6 2.7 2.8 2.9
	Appreciate the role of assessment as an instructional strategy. (Topic 5)	2.9	GT4.2, GT4.8		
Module 3-Instruction and Assessment of Gifted Students					

Topic 6: Selecting Resources, Materials and Technology How do exemplary teachers of the gifted select and use appropriate materials, resources, and technology to facilitate academic growth and achievement for students?	Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)	2.10	GT3.1, GT3.2	**ASSIGNMENT 3.1 Option A OR B** **Option A:** Identify considerations for selecting instructional materials, including multimedia, online, and technology. Create an evaluation tool for selecting appropriate instructional materials in a gifted classroom. **Evaluation Tool** **OR** **Option B:** Select and evaluate an appropriate website for use by your students using Kathy Schrock's website evaluation tool. Explain how this can enhance and increase the use of technology for independent study. **Website Evaluation Tool and Explanation**	2.10
Topic 7: Instructional Needs and Strategies How can teachers of the gifted assure that the classroom instruction best meets the needs of each learner?	Demonstrate the ability to match instructional strategies to individual needs of learners. (Topic 7)	2.11	GT3.4	**M3.1 DISCUSSION** How will the strategies featured in this module compliment the Constructivist classroom? Give specific details of how you plan to implement one or more of these strategies. **Discussion Post**	2.11
	Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 7)	2.12	GT2.4	**M3.2 DISCUSSION** How would you provide supports for gifted students within the MTSS system using RtI? **Discussion Post**	2.12

Topic 8: Designing Units of Instruction What curricular components are essential in order to develop a unit of instruction that meets the cognitive and affective needs of gifted learners?	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 8)	2.13	GT5.1-GT5.5	**ASSIGNMENT 3.2 Option A OR B** **Option A:** Develop an outline for the Unit of Study you are designing for this course. Use the *NAGC Rubric for Rating Outstanding Curricular Material*, as a guide. Explain how your unit of study will support the needs and interests of gifted students. **Unit of Study Outline** **OR** **Option B:** Develop a rubric for a lesson or unit you have used in the past or one for the lessons in the unit you are designing for this course. Explain how this will work with your district's current grading scale. **Rubric (you may use a rubric program) and Explanation.**	2.13
Module 4-Planning and Supporting the Gifted Program					
Topic 9: Providing a Continuum of Services What continuum of services would be appropriate to meet the needs of students who are gifted?	Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students. (Topic 9)	2.14	GT2.4	**M4 DISCUSSION** Explain differentiation in the gifted curriculum and the importance of advocating for quality instruction for gifted students and some ways that you can relate this to key stakeholders to promote improvement of services to gifted students. **Discussion Post**	2.14 2.17

Topic 10: Students Outcomes and Educational Plan How are outcomes for students who are gifted evaluated? How can a meaningful educational plan (EP) for a gifted student be developed?	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. (Topic 10)	2.15	GT4.1	**ASSIGNMENT 4.1 Option A OR B** **Option A:** Provide a case study of a student who is gifted for analysis. How is this student gifted? Since an EP is a plan for this child only, what evidence is there of how the student evidences gifted characteristics? What additional services does this student need beyond what is offered in a general education classroom in terms of specially designed instruction? **Analysis of a case study** **OR** **Option B:** Given data on an eligible gifted student, create an appropriate educational plan, ensuring the plan meets all district compliance requirements and appropriately addresses the specific needs of the student. **Development of an appropriate and justifiable EP**	2.14 2.15 2.16 2.17
	Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)	2.16	GT4.2, GT4.3, GT4.4		
Topic 11: Communicating and Advocating Effectively How can educators of the gifted communicate and advocate effectively with the many constituencies they serve?	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 11)	2.17	GT4.3		
Topic 12: Program Evaluation How are gifted programs evaluated? What criteria are used to evaluate gifted programs? How are evaluation results used?	Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 12)	2.18	GT7.3, GT6.1	**ASSIGNMENT 1.1 Option A OR B** Use Resource Guide for the Education of Gifted Students in Florida, section VII: Program Evaluation and Appendix 3 **Option A:** Complete the self-assessment tool on your school or district gifted	2.18 2.19 2.20 2.21
	Identify areas in which to assess gifted programs	2.19	GT2.4		

	based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies. (Topic 12)			program. Identify areas of strength and areas needing improvement. Select an area of need and provide ways for improvement. **Self-assessment tool. List: strengths, needing improvement, ways for improvement** **OR** **Option B**: Create a list of valid, reliable tools that could be used for the collection of data in multiple areas of program evaluation. Create a T-chart with the pros and cons of each tool. **T-chart**	
	Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 12)	2.20	GT4.1, GT4.3, GT4.4		
	Identify effects of culture and environment as well as family and key stakeholders in gifted programming.	2.21	GT1.1, GT1.2, GT2.1, GT6.3		

COMPETENCY 3: Guidance and Counseling for the Gifted 2025

Participants will develop an awareness 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.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
Topic 1: Understanding the Gifted / What does it mean to be gifted?			**Module 1: Understanding the Experience of Gifted Students**	
Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society. (Topic 1)	3.1	GT6.1-GT 6.5	**M1 DISCUSSION 1.1** Tell some interesting findings from the Teacher Inventory survey you completed. **Discussion Post**	
Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (Topic 1)	3.2	GT2.1-GT 2.4 GT6.1-GT 6.5	**ASSIGNMENT 1.1** Create one of the following: poem, cartoon, short presentation, collage, picture, "news" article, VoiceThread, or Prezi This product should demonstrate your definition of what a gifted learner is and is not. Be creative and remember you want the product to demonstrate your definition best. Make sure you include one or two myths/realities to strengthen your definition. **Presentation Product**	3.1 3.2 3.3
Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large. (Topic 1)	3.3	GT6.1, GT6.2, GT6.4		
Topic 2: Developmental Characteristics of Gifted Children / What characteristics do gifted individuals display across their lives that differentiate them form same-age peers?			**ASSIGNMENT 1.2** Fill in K-W-L (+Q) chart before you complete any reading. Directions: 1. Fill in the FIRST AND SECOND column *before* you read. 2. Read the articles and view the short video listed below.	3.4 3.5 3.6 3.7
Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual,	3.4	GT1.1, GT1.2, GT6.1-GT 6.5		

physical, social, and spiritual/moral). (Topic 2)			3. After reading the articles and viewing the video, fill in the third and fourth columns on your chart. 4. Save your chart and submit it for grading. **K-W-L (+Q) chart**	
Describe how the interaction between the environment and innate capabilities affects productivity throughout life. (Topic 2)	3.5	GT2.3, GT2.4, GT5.3-GT 5.5		
Topic 3: Phenomenological Experience of Being Gifted / What is the phenomenological experience of a gifted individual?			**M1 DISCUSSION 1.2** Reflect on readings, review your K-W-L-Q chart, and add anything else you may have learned or any other questions you might have. Write a brief paragraph explaining the following to your classmates: What did you add to your chart? What, if anything, did you remove or have answers to that you did not previously have? **Discussion Post**	3.4 3.5 3.6 3.7
Understand the inner experience of gifted children. (Topic 3)	3.6	GT1.2		
Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted. (Topic 3)	3.7	GT1.2, GT6.2, GT6.3		
Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (Topic 3)	3.8	GT1.2, GT6.1, GT6.2	**ASSIGNMENT 1.3** Write 5 statements that describe attitudes and/or actions you will change in some way to better serve the students you teach (especially focusing on the gifted students). Make sure you refer to what you have read as you develop your statements. IMPORTANT: Create your statements before proceeding to Discussion Forum 1.2. It is important that you have an unbiased list of changes that truly reflect your opinions. **Statements**	3.8 3.9 3.10 3.11 3.12
Understand the distinguishing characteristics of emotional and spiritual giftedness. (Topic 3)	3.9	GT1.2, GT2.1, GT2.4, GT4.1		
Topic 4: Strengths and Vulnerabilities / How do the strengths and vulnerabilities of gifted individuals impact their lives?				
Understand strengths and vulnerabilities of a gifted individual that originate from within the self. (Topic 4)	3.10	GT1.1, GT1.2		
Understand vulnerabilities that are due to another's reaction to giftedness. (Topic 4)	3.11	GT1.1, GT1.2, GT6.1-GT 6.3		

Understand the vulnerabilities that are due to a specific circumstance. (Topic 4)	3.12	GT1.1, GT1.2, GT6.1-GT 6.3		
Topic 5: Personality Variance of the Gifted and Highly Gifted / How does the very nature of gifted individuals separate them form others?			**Module 2: Special Challenges for Gifted Students**	
Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (Topic 5)	3.13	GT1.2, GT2.4, GT3.4	**M2 DISCUSSION** Think about the "big picture" items that really stand out to you regarding giftedness from all aspects. Write a reflection on the following: What will you do with this information? How will it inform how you interact with and prepare for the gifted learners in your classes? What will you do differently? Why? What will stay the same? Are there any theories or concepts that do not resonate with you? What are they? Why do you reject them? Imagine the ideal setting for gifted learners in blended classrooms. What does it look like? How might you achieve this in your own room? **Reflection Post**	3.13 3.14 3.15 3.16
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. (Topic 5)	3.14	GT1.2, GT2.4, GT3.4		
Recognize that a person with an I.Q. two or more standard deviations above the norm is different. (Topic 5)	3.15	GT1.2, GT3.2-GT 3.4		
Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation. (Topic 5)	3.16	GT1.2, GT3.2-GT 3.4, GT6.2, GT6.3		
Topic 6: Special Populations / How can we identify and support a gifted child who displays atypical characteristics due to life experiences?				
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. (Topic 6)	3.17	GT1.1, GT1.2, GT3.1-GT 3.4, GT6.3	**ASSIGNMENT 2.1** Fill in comparison chart with the categories explaining a few of the social and emotional needs faced by each group of gifted students and some possible intervention strategies that a regular classroom teacher can utilize. Choose one of the movies from the list.	3.17 3.18 3.19

Realize the need for additional or different assessment tools to identify special population students. (Topic 6)	3.18	GT4.1-GT4.3	Watch the movie, indicate on your chart difficulties with which the individual struggles. Write a paragraph under the chart describing the type of giftedness and what you have learned overall from your study of the exceptionally gifted.	
Learn how to recognize, understand, and support gifted children with multiple differences. (Topic 6)	3.19	GT4.1-GT 4.3		
Topic 7: From Risk to Resiliency / How can we help foster resiliency in at-risk gifted students?				
Identify risk factors and resiliency as related to gifted students. (Topic 7)	3.20	GT1.2, GT2.1, GT2.2	**ASSIGNMENT 2.1** Create an acrostic for the word "gifted" that highlights the risks, vulnerabilities, resiliency, and ability to overcome adversity exhibited by many gifted individuals. You may write this as a word document or a PowerPoint (or any other creative means of presentation.) **Presentation**	3.20 3.21 3.22
Enumerate what you can do as a teacher to help students at risk. (Topic 7)	3.21	GT2.1-GT 2.4		
List symptoms in children and adults of addiction and physical or sexual abuse. (Topic 7)	3.22	GT1.2, GT6.1-GT 6.3		
Topic 8: Opportunities in Educational Placement / How can schools support our brightest students?			**M3-Support, Guidance and Advisement of Gifted Students**	
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. (Topic 8)	3.23	GT4.2, GT5.3, GT5.4, GT6.2, GT6.3	**M3 DISCUSSION** Compare A Nation Empowered, Volumes 1 and 2 (2015) to A Nation Deceived, Volume I and 2 (2004). A Nation Empowered, Volumes 1 and 2 (2015) is the updated report, written by the same authors. What has changed since this first report, A Nation Deceived, Volume I and 2 (2004), was published? How does this impact how we should improve services for students who are gifted? What does this mean for students who are not gifted, but who are high performers? Write a reflection on what this means for you. **Reflection Post**	3.23

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. (Topic 8)	3.24	GT3.2	**ASSIGNMENT 3.1** Complete the following activities for this learning activity. Read Jenny's Letter to the Principal. (taken from the IAS Manuel) Write a letter as if you are a friend of Jenny's parents discussing what you think are the best options for Jenny, given her words. Also include possible negative impacts Jenny might experience, however small the likelihood. Make sure you use the research you've read relevant to acceleration. You also may choose to consider the following questions as you write: What could be done for Jenny? What may result if she is/isn't accelerated? What are the possible benefits and/or pitfalls of accelerating her? Might enrichment be a better option than acceleration? Explain. **Letter**	3.24 3.25 3.26 3.27
Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration. (Topic 8)	3.25	GT3.2, GT6.2		
Recognize home-schooling as a positive option for some gifted students and families. (Topic 8)	3.26	GT5.2		
Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns. (Topic 8)	3.27	GT6.1, GT6.2		
Topic 9: Counseling, Guidance, and Career Placement / How can we help students learn what they want to do, not just what others think they should do?				
Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. (Topic 9)	3.28	GT3.1-GT 3.3	**ASSIGNMENT 3.2** Download the document to complete this activity. (view a sample chart) Do the following: In the first column, list the five aspects of the Self: intellectual, emotional, physical, social, and spiritual/moral in a word document vertically, in the left-hand column.	3.28

Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology. (Topic 9)	3.29	GT6.1-GT 6.3	Next, in the second column, rank them in their order of importance to you. In the third column, number the five in order of how much time you spend daily on each domain. Reaction: What do you notice about the differences between columns 1, 2, and 3? Are those numbers 4 & 5 the ones you'd like to get to, but just cannot make that happen? Under your 3 columns, write about your results and how your life would be different if you lived out of all five aspects of the Self. As you have read, health and well-being is created by tending to all five aspects every day. Gifted individuals tend to overemphasize the intellect and diminish the importance of at least several parts of themselves. Question 1: How might you help gifted children in your classroom recognize and respect their five domains? Write a short reflection. **Writing Result/Reflection**	3.29 3.30
Realize counseling provides empathy and partnership in times of need. (Topic 9)	3.30	GT6.1, GT6.2		
Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices. (Topic 9)	3.31	GT6.5, GT7.2, GT7.3	**ASSIGNMENT 3.3** Search the Web for self-discovery inventories (at least 5). Select and take one yourself. • Write a short paragraph how you can use these assessments with students to elicit self-reflection through the use of dialogue, journal entries, poetry, essays, oral presentations, role-playing, etc?	3.31 3.32
Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices. (Topic 9)	3.32	GT4.5, GT5.4, GT7.2, GT7.3		

			Search for Web for a career inventory program that is accessible for free. ONET is one. Take the inventory. Write a short paragraph how you could use career inventories as a self-awareness activity with your gifted students. **Paragraph**	
Topic 10: Supporting Social Skills and Leadership / How can we facilitate social skill and leadership development in students?			**Module 4: Supporting and Advocating the Gifted Student**	
Learn how to help students develop social skills and inspire leadership. (Topic 10)	3.33	GT4.5, GT5.4, GT5.5	**M4 DISCUSSION 4.1** Discuss your findings to your leadership type and abilities assessment with the class (to the extent that you are comfortable). What is your leadership style, according to the Inventory? Do you agree? What characteristics do you feel are most important (your top 5)? Anything else you would like to share? **Discussion**	3.33
Support gifted children's experience of global interconnectedness and personal responsibility to take action. (Topic 10)	3.34	GT5.4, GT5.5	**ASSIGNMENT 4.1** Do the following: gate options for students to participate in e learning projects where they work on unity and welfare projects. projects are on-going in your district schools eighborhoods that students could join? o these programs encourage students to ctive roles in the community? torm who could come talk to your class to them on volunteer options and the service ould provide. Search through web sites with nd resources to help promote the pment of philanthropic values.	3.33 3.34 3.35 3.36 3.37
Realize that a primary need in life is to belong. (Topic 10)	3.35	GT2.1		
Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (Topic 10)	3.36	GT5.4, GT5.5		

Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (Topic 10)	3.37	GT2.2, GT5.4, GT5.5	Make a list that you could have available for the parents of your gifted students. The list should include opportunities for service learning and leadership roles with a brief description and some websites where readers can learn more about leadership. **Service Learning List**	
Topic 11: Advocates for the Gifted / How can advocates positively affect others' understanding and acceptance of gifted children's needs?			**ASSIGNMENT 4.2** Choose three articles you may use to help parents with their gifted child or children. Do the following: 1. List the 3 articles. 2. Write a short 2-3 sentence synopsis of the article. 3. Write why you would choose to give this article to parents as a support tool. Create a pamphlet, website, reference sheet or other publication that would be appropriate to share with parents to share these articles.	3.38 3.39 3.40 3.41 3.42 3.43 3.44
Acquire and refine the knowledge and skills needed to advocate for gifted learners. (Topic 11)	3.38	GT6.5		
Identify how parent, teacher, and educational advocates can positively affect gifted services and programming. (Topic 11)	3.39	GT6.5		
Identify advocacy issues, needs, resources, educational laws, skills, and strategies. (Topic 11)	3.40	GT6.5		
Support the necessity of self-advocacy by gifted students. (Topic 11)	3.41	GT6.1, GT6.5		
Topic 12: Parenting the Gifted Child and Family Dynamics / What is different about parenting a gifted child?				
Understand that gifted children naturally have unique needs that parents are challenged to address daily. (Topic 12)	3.42	GT1.1, GT1.2		

Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children. (Topic 12)	3.43	GT1.2, GT6.2, GT6.3		
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. (Topic 12)	3.44	GT1.2, GT6.2, GT6.3		
Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them." (Topic 12)	3.45	GT1.2, GT6.2, GT6.3	**M4 DISCUSSION 4.2** Mister Rogers (yes, the famous Fred Rogers from Mister Rogers Neighborhood) was a very wise man. He studied children and education for years and made some significant contributions to how parents guide their children and help them develop. One of the "pearls of wisdom" he offered parents was this. *"The best thing parents can do for children is to listen to them."* Although he was not speaking specifically of gifted children, what do you think he meant by this comment? How is it particularly relevant to supporting gifted children? Do you agree with the quote, or might you say something different? **Reflection Post**	3.45

COMPETENCY 4: Education of Special Populations of Gifted Students 2025

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding of 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 of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
Topic 1: Identification of Special Populations of Gifted Students / How do we identify the special populations?			**Module 1: Recognizing Gifted in Special Populations**	
Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education c) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted). (Topic 1)	4.1	GT4.1, GT4.2, GT4.3	**M1 DISCUSSION 1.2** Discussion 1.2 - Discuss the question, "Do you agree or disagree with the development of different criteria for the identification of gifted students and should that criteria be based upon potential for gifted performance or upon demonstrated academic giftedness? Why?" **Discussion Post**	4.1
Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations. (Topic 1)	4.2	GT4.3	**ASSIGNMENT 1.1** Review the Demographics of Gifted Students in Florida. Identify three challenges associated with the identification, placement, or provision of appropriate instruction to special populations of gifted students. Select a subgroup from the special populations of gifted students, create an electronic presentation or create a document explaining the challenges you identified with this group of gifted students and how you plan to use this information in identifying this subgroup in your school. **Presentation or Document**	4.2 4.3 4.4 4.5
Match appropriate screening and identification procedures with the needs of special populations. (Topic 1)	4.3	GT4.1, GT4.2, GT4.3		
Topic 2: Diverse Types of Gifted Students / What are the categories and needs of these special populations of gifted students?				

Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (Topic 2)	4.4	GT4.1, GT4.3		
Understand the learning needs and challenges of diverse types of gifted students. (Topic 2)	4.5	GT2.1, GT3.1, GT3.2, GT3.4		
Identify the unique needs of gifted girls, culturaliy diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students. (Topic 2)	4.6	GT3.1, GT3.3	**ASSIGNMENT 1.2 Option A OR B** **Option A:** Choose a student in your class that you believe could qualify for the gifted program under Plan B. Complete the Gifted Indicators Checklist or a comparable one found in your district's Plan B based on that student. Score the checklist to determine if the student should be considered for eligibility of a gifted program. Write a one-page paper that explains why you would or would not recommend this student for testing for the gifted program. Use the data that you collected on the Gifted Indicators Checklist to support your response. **Written Paper** **OR** **Option B:** Develop a presentation for your staff that explains Plan B. Be sure to include the rational for Plan B, the criteria for the students, and characteristics specific to low socioeconomic status (SES) and English Language Learners (ELL) populations. Describe other underserved populations would be included. **Presentation**	4.6 4.7 4.8 4.9 4.10 4.11 4.12 4.13 4.14 4.15 4.16
Examine the challenges of finding gifted students from underserved populations. (Topic 2)	4.7	GT4.1, GT4.3		
Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 2)	4.8	GT3.4, GT4.5		
Topic 3: Multicultural Gifted Education: Incidence of Special populations of Gifted / Who are the special populations of gifted students?				
Examine the nature of giftedness in relation to multicultural principles and underserved populations. (Topic 3)	4.9	GT1.1, GT1.2, GT4.1		
Acquire knowledge of diversity focus of national standards in gifted education. (Topic 3)	4.10	GT6.1, GT6.3		
Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 3)	4.11	GT3.3		
Examine personal cultural competencies. (Topic 3)	4.12	GT1.2		

Topic 4: Ethnicity / Why do special populations of gifted students need special considerations for programming and curricular options? How can programming for gifted students incorporate diverse ethnic perspectives?				
Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (Topic 4)	4.13	GT1.1, GT1.2, GT4.1		
Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (Topic 4)	4.14	GT2.1, GT3.4		
Identify the characteristics of specific ethnic groups of gifted students. (Topic 4)	4.15	GT1.1, GT1.2, GT5.1		
Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups. (Topic 4)	4.16	GT1.1, GT1.2, GT2.1-GT 2.4		
Topic 5: Linguistic Diversity / Why do linguistic minority gifted students need special considerations for programming? What modifications to the curriculum should be made for linguistic minority gifted students?			**Module 2-Diverse Gifted in Special Populations**	
Understand the characteristics and needs of linguistic minority gifted students. (Topic 5)	4.17	GT1.1, GT1.2	**M2 Discussion** Discuss the questions, "What are some of the specific barriers in the identification of gifted students from underrepresented populations?" and "What can be done to overcome the barriers?" **Discussion Post**	4.17
Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum. (Topic 5)	4.18	GT3.1-GT 3.4	**ASSIGNMENT 2.1** After reading a biography of an eminent person who had a disability, develop a reflection paper, poem, or graphic collage that is reflective of the obstacles he/she had to	4.17 4.18 4.19 4.20

Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (Topic 5)	4.19	GT6.1, GT6.2, GT7.3	overcome. Completed one-page reflection paper, poem, or graphic collage on an eminent person with a disability **Reflection Product**	4.21 4.22
Examine ways to identify high potential linguistic minority students. (Topic 5)	4.20	GT4.1, GT4.3		
Identify strategies to effectively work with linguistic minority students. (Topic 5)	4.21	GT4.5, GT5.1-GT 5.5		
Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students. (Topic 5)	4.22	GT4.5, GT5.1-5.5		
Topic 6: Underachievement / Why do underachieving gifted students from diverse populations need special considerations for programming and curricular options?				
Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (Topic 6)	4.23	GT1.1, GT1.2	**ASSIGNMENT 2.2 Option A OR B** **Option A:** List and describe 10 different ways that you would differentiate the content, process, product or learning environment to meet the needs of an underachieving student. **List/Description** **OR** **Option B:** Review the Demographics of Gifted Students in Florida. Identify three challenges associated with the identification, placement, or provision of appropriate instruction to low income students. Create an electronic presentation or create a document explaining the challenges you identified with low income students and how you plan to use this information in identifying this subgroup in your school. **Presentation or Paper**	4.23 4.24 4.25 4.26 4.27 4.28 4.29 4.30 4.31 4.32 4.33 4.34
Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (Topic 6)	4.24	GT6.1, GT6.2, GT6.3		
Explore ways to identify gifted students from special populations who are unsuccessful in school. (Topic 6)	4.25	GT4.1		
Examine the characteristics and needs of these students. (Topic 6)	4.26			
Identify strategies to assist these students. (Topic 6)	4.27	GT2.3, GT2.4, GT4.5, GT5.1-5.5		

Topic 7: Socio-economic and Educational Disadvantage / How does poverty and lack of opportunity mask the recognition and development of giftedness in disadvantaged students?				
Identify and describe low socio-economic status populations that are underserved. (Topic 5)	4.28	GT1.1, GT1.2		
Examine the nature of giftedness as masked by socio-economic and educational disadvantages. (Topic 7)	4.29	GT1.1, GT1.2		
Identify inhibiting socio-economic factors that have prevented services for low-income gifted children. (Topic 7)	4.30	GT1.1, GT1.2, GT2.1, GT2.2, GT2.4		
Identify key research on identification of disadvantaged gifted students from underserved populations. (Topic 7)	4.31	GT1.1, GT1.2, GT6.1-GT 6.5		
Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students. (Topic 7)	4.32	GT4.1-GT 4.4		
Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (Topic 7)	4.33	GT5.1-GT5.5		
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 7)	4.34	GT6.1-GT6.5		

Topic 8: Twice-Exceptional Students / Why are students with physical and sensory impairments underrepresented in gifted programs? How can we increase representation of students with emotional and behavioral disorders in the gifted program and meet their needs in the classroom? How can we improve participation of students with learning disabilities in the gifted program and meet their unique needs in the classroom?				
Clarify and define diverse types of gifted twice-exceptional students. (Topic 8)	4.35	GT1.1, GT1.2	**ASSIGNMENT 2.3** Complete a short case study on a gifted twice-exceptional student. Select which disability: physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities. Student may be imaginary. Describe the gifted twice-exceptional student's giftedness and disability characteristics. Include any medical diagnoses, strengths, and weakness, as well as any strategies that may have been used in the past to support the student. Determine a list of at least five general classroom accommodations to support the student. Provide a rationale for each of your accommodation recommendations. **Case Study**	4.35 4.36 4.37 4.38
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. (Topic 8)	4.36	GT1.1, GT1.2 GT6.1, GT6.2, GT6.3		
Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (Topic 8)	4.37	GT1.1, GT4.1		
Discuss strategies and programming needs for gifted students who are twice-exceptional. (Topic 8)	4.38	GT2.4, GT5.1-GT5.5		
Topic 9: Diverse Family Structures and Pressures / How do the many different types of families and the			**Module 3: Uniqueness and Underachievement of Gifted Students**	

challenges they face affect the development of the gifted student from special population groups?				
Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (Topic 9)	4.39	GT1.1, GT1.2, GT4.1, GT6.2	**ASSIGNMENT 3.1** Write a one-page paper on the different types of family structures, circumstances, and pressures that gifted students from diverse families experience and how it affects academic achievement. **Paper**	4.39 4.40 4.41 4.42
Identify the unique characteristics and needs of gifted students from diverse family structures. (Topic 9)	4.40	GT1.1, GT1.2, GT6.3		
Identify strategies for stimulating personal growth of gifted students from diverse families. (Topic 9)	4.41	GT4.5, GT5.1-GT 5.5		
Identify community support systems for diverse families of gifted students. (Topic 9)	4.42	GT4.1, GT6.3, GT7.2, GT7.3		
Topic 10: Gender and LGBTQ+ / Why do special populations of LGBTQ+ need unique considerations for programming and curricular options?				
Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+. (Topic 10)	4.43	GT1.2, GT4.1, GT6.2	**ASSIGNMENT 3.2** Create a presentation to share with teachers of the gifted on one of the following special populations of gifted students: Girls / Boys / A specific subgroup of the LGBTQ+ community The presentation should include the following information: Appropriate definition and description of the population Identified stereotyping and prejudice that impacts the chosen special population Any cultural and/or ethnic impact on expectations and acceptance of the chosen special population	4.43 4.44 4.45
Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (Topic 10)	4.44	GT1.1, GT1.2, GT4.1		
Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students. (Topic 10)	4.45	GT1.1, GT1.2, GT6.2, GT6.3		

			How this identity can affect achievement and aspirations of the gifted student Organizations to support the chosen special population Any specific unique needs of the chosen special population **Presentation**	
Explore the contribution of mentorships in their education. (Topic 10)	4.46	GT4.4, GT4.5, GT6.5	**M3 Discussion** Identify a mentorship program for *gifted students from special population groups, then* discuss how they would benefit from this type of program. **Discussion Post**	
Topic 11: Age: Young Gifted and Highly Gifted / Why do special populations of very young gifted students, and the highly gifted, need special considerations for identification, programming, and curricular options?			**Module 4 - Meeting the Needs of All Gifted Students**	
Examine concepts of age-appropriate development in relation to concepts of giftedness. (Topic 11)	4.47	GT1.2, GT4.1, GT6.2, GT6.3	**M4 Discussion** Discuss "Why is it important to identify gifted learners as early as possible and what makes identifying difficult?" **Discussion Post**	4.47
Understand the needs and characteristics of very young gifted students. (Topic 11)	4.48	GT1.1, GT1.2	**ASSIGNMENT 4.1** Prepare a PowerPoint presentation for the stakeholders (parents, peers, administrators) explaining curricular options that could be put into place as a part of services for (**Choose one**) highly gifted children or very young gifted students. Include information on characteristics, challenges, and program options. PowerPoint Presentation	4.48 4.49 4.50 4.51 4.52
Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs. (Topic 11)	4.49	GT3.1-GT 3.4, GT4.3		
Understand the needs and characteristics of highly gifted students. (Topic 11)	4.50	GT4.1-GT 4.4		
Identify problems, challenges and present options for developing skills in highly gifted students. (Topic 11)	4.51	GT4.1-GT4.4		

Examine exemplary practices and programs for meeting the needs of the highly gifted student. (Topic 11)	4.52	GT5.1-GT 5.5		
Topic 12: Evaluation of Effective Programs for Special Populations of Gifted Students / How can we judge the effectiveness of programs for special populations of gifted students?				
Identify and describe criteria of effective programs. (Topic 12)	4.53	GT1.1, GT1.2, GT6.1	**ASSIGNMENT 4.2** Develop an Action Plan by completing the Gifted Program Services Evaluation PDF by evaluating gifted program services at your school. Select one element of the program to evaluate. Then use school or district data to guide you through the creation of your Action Plan. **Action Plan**	4.53 4.54 4.55 4.56 4.57
Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (Topic 12)	4.54	GT6.1-GT6.5		
Identify instructional methods that accommodate the needs of special populations. (Topic 12)	4.55	GT5.1-GT 5.5		
Identify key research on programs for special populations. (Topic 12)	4.56	GT6.1-GT 6.5		
Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts. (Topic 12)	4.57	GT7.1-GT 7.3		

COMPETENCY 5: Theory and Development of Creativity 2025

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.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
Topic 1: Valuing Creativity / Why is creativity important?			**Module 1: Valuing Creativity**	
Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (Topic 1)	5.1	GT1.1, GT1.2, GT2.1-GT 2.4	**M1 DISCUSSION** Complete the self-assessment survey. Share your comments about the survey and/or some	5.1

			individual personal experiences you have had with creativity in the classroom and beyond. **Discussion Post**	
Demonstrate an understanding of how creative thinking can be used to address problems in society. (Topic 1)	5.2	GT5.4	**ASSIGNMENT 1.1** List and discuss examples of how creative thinking can be used to address real problems in contemporary society.	5.2
Describe the impact of creativity on personal growth and self-actualization. (Topic 1)	5.3	GT1.1, GT1.2, GT2.1-GT 2.4, GT4.5	**ASSIGNMENT 1.2** Draft a tentative personal definition of Creativity. In addition to your definition, make sure you include how creativity can support our personal growth.	5.3
Topic 2: Defining Creativity / What is creativity?			**Module 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. (Topic 2)	5.4	GT1.2, GT5.1	**M2 DISCUSSION** Choose the researcher from the Creative Process who provides the explanation closest to your own of creativity. Explain why you chose this researcher/definition, and how you use this definition of creativity when you plan your classroom instruction. What is your definition of creativity? How has it changed since you started this course? **Discussion Post**	5.4 5.5
Review research in the field of creativity and apply it to a classroom setting. (Topic 2)	5.5	GT1.2, GT5.1		
Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration. (Topic 2)	5.6	GT1.2, GT5.1	**ASSIGNMENT 2.1** Create a visual representation of the elements of creative thinking.	5.6

			Representation	
Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (Topic 2)	5.7	GT1.2, GT2.1, GT5.1	**ASSIGNMENT 2.2** Read Creative Thinking Behaviors, focus on verbs used to describe creative thinking in both cognitive and affective areas. Create examples of tasks/assignments you might assign to students using verbs from the reading. You should have five examples from the different behaviors (only one example for each behavior you choose). **Examples**	5.7
Topic 3: Developing and Nurturing Creativity / How can creativity be developed and nurtured?			**Module 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. (Topic 3)	5.8	GT2.1, GT2.2	**M3 DISCUSSION** Choose a person you know whom you see as a creative individual. Interview this individual using Creative Reflection #2. Write a reflection on the person's responses. **Reflection**	5.8
Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (Topic 3)	5.9	GT2.1-GT 2.4	**ASSIGNMENT 3.1** Re-design a lesson you have taught to incorporate one or more of the climatic characteristics described in, "Climate for Creativity", "The Environment Conducive to Creativity" and "Ways to Enhance Creativity: A Different Approach". Describe how your	5.9 5.10
Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (Topic 3)	5.10	GT5.1, GT5.5		

			room is conducive for fostering creativity during the lesson or what changes need to be made. **Lesson plan/Description**	
Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (Topic 3)	5.11	GT5.1-GT 5.5	**ASSIGNMENT 3.2 Option A or B** **Option A**: Choose a Brainstorming Technique and use it with one of your classes during a lesson - or as a lesson itself. Provide a 300-word reflection on the outcome. **Reflection** OR **Option B**: Based on the content of the readings, create a diagram or visual depiction of matched creative characteristics and teaching strategies. **Diagram or Visual Depiction**	5.11 5.12
Develop instructional plans to integrate creativity within and across the content areas on process and product. (Topic 3)	5.12	GT5.2, GT5.4, GT5.5		
Topic 4: Measuring Creativity and Assessing Creative Outcomes / How can creativity be measured and creative outcomes be measured?			**Module 4: Measuring Creativity and Assessing Creative Outcomes**	
Understand the role of assessment of creativity and the use of tests and inventories. (Topic 4)	5.13	GT4.1-GT 4.5	**M4 DISCUSSION** Review instruments used to measure creativity, including information on reliability and validity. You will post your position on the question: "Are creativity tests worth using?" on Discussion Forum 4.1. Support your position with evidence from your reading. **Discussion**	
Describe, compare, and evaluate different instruments for measuring creativity. (Topic 4)	5.14	GT4.1-GT 4.5	**ASSIGNMENT 4.1 Option A or B** **Option A**: Add a creative component to a pre-existing	GT4.1-GT4.5

Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (Topic 4)	5.15	GT4.1-GT 4.5	student assignment and design a rubric for assessing the outcome. Submit the assignment directions or description and the rubric. **Assignment Directions/Rubric Option B**: Assess a creative product with the Student Product Assessment Form (SPAF) . Submit a copy of the student work along with the completed SPAF. **Assessment/Student Work**	GT4.1-GT4.5 GT4.1-GT4.5
Describe traits and appropriate criteria used to assess creative outcomes and products. (Topic 4)	5.16	GT4.1-GT 4.5		
Topic 5: Personalization and Commitment to Creativity / How will you commit to nurturing creativity in your students and yourself?				
Explore and analyze the ethical issues surrounding creativity. (Topic 5)	5.17	GT6.1	**ASSIGNMENT 4.2** Explore topics related to ethics such as creativity and nationalism; creativity and equity creativity as human freedom; creativity of the future. Generate a web or collage about how we see creativity in at least one of the areas (arts, science, education, etc.) affecting humans and predicting how creativity will be needed in the future.	5.17
Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (Topic 5)	5.18	GT2.1, GT2.2	**ASSIGNMENT 4.3** Design a personal plan to establish an environment to nurture and develop creativity. Create a visual representation of the plan. **Personal Plan Visual**	5.18 5.19
Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (Topic 5)	5.19	GT4.4, GT4.5		

E. INSTRUCTORS

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,
- Background of successful staff development and/or adult training expertise,
- 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,
- Commitment to use and maintain the integrity of the published training materials known collectively as the Gifted Add-On Endorsement, and
- Commitment to the District Alternative Program for Add-On Certification: Gifted Endorsement and training program, and to the delivery of training at times and places convenient to the participants.

COMPETENCY COMPLETION REQUIREMENTS

The option of completing the five components is available for teachers in lieu of taking college courses to earn the Gifted Add-on Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01791, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in an academic class coverage and complete 15 semester hours or 300 inservice hours including the following: Nature and Needs, Curriculum and Instructional Strategies for Teaching Gifted Students, Guidance and Counseling for the Gifted, Education of Special Populations of Gifted Students, and Theory and Development of Creativity.

A. 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:

1. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
2. 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,
3. 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.

In order to satisfy specialization requirements in Rule 6A-4.01791, 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.

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional development office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Professional Learning Catalog. Upon successful completion of all five required courses, completing the required 300 inservice hours, the professional development office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Gifted Add-on Endorsement Program. The teacher certification office will then assist the participant in completing Form CG-10 and collecting the appropriate processing fees associated with petitioning The Florida Department of Education to add the Gifted Add-on Endorsement to the educator's teaching certificate.

B. COMPETENCY DEMONSTRATION

All those attempting to add the Gifted Endorsement to their Florida Educator's Certificates must earn a minimum of 300 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, practicum (when applicable), and follow-up activities.

C. 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.

PROGRAM EVALUATION

A. 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.

1. 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.
2. Participants, using district staff development program procedures, will evaluate each training component.
3. 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.

4. The budget for Gifted Endorsement will mostly be borne by the participating educators. Participants may be able to participate in FDLRS-sponsored courses that are offered free of charge. In some cases, a school district will reimburse the participant for successful completion of the endorsement program. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.
5. 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.

B. ANNUAL REVIEW

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

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

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.

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 and the carry-over effects of the inservice education and training into the Gifted classroom arena.

MANAGEMENT

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts, along with the NEFEC Professional Learning Catalog/Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts, NEFEC, FDLRS, state institutions, FDOE, and regional service providers.

The North East Florida Educational Consortium will be responsible for:

- Updating and reviewing the courses
- Advertising the availability of the courses to the individual districts
- Providing qualified facilitators (see *Instructors* on page 28)

A. CANDIDATE APPLICATION AND ADMISSION

The individuals designated above will share the process for application, admission, and verification of the Gifted Endorsement Program. Eligibility to participate in the program is predicated on a candidate holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District.

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 Gifted Endorsement to meet employment requirements. Other participants will be admitted to the Gifted Endorsement Program as part of their Individual Professional Development Plan or to earn inservice credit for recertification purposes.

B. ADVISEMENT

Each applicant will receive Add-On Certification information, and orientation will be provided. If required by the district, an applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant.
Continuing advisement will be provided by the appropriate district office personnel on matters related to certification add-on 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, the developments of a Plan of Study (if required), inservice training information, and follow-up advisement for successful program completion.

C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS

Attendance is mandatory unless because of a serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor.
When participants have completed all program completion requirements, thereby demonstrating mastery of competencies and objectives, program completion is verified. Successful completion of all components will be verified by the district who then notifies the Florida Department of Education.
It is the participant's responsibility to complete each component within the timelines established by the School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel.

D. TRANSFER AND UTILIZATION OF CREDIT

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.

E. CERTIFICATION OF COMPLETION

When participants have completed all program completion 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. Upon verification, the Department of Education will be notified.

SCHOOL BOARD APPROVAL

In order for the Gifted Add-On Endorsement Program to receive state approval, a statement signed by each district superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.

CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025

COMPONENT NUMBER: 1-106-007

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 007

POINTS TO BE EARNED: 60

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 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.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment
- ☒ Mastery of a specific instructional practice: Instructional Strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

Topics:

1. Key Terms and Concepts
2. Programs and State Standards
3. Principles of DI and UDL
4. Curriculum Models
5. Curriculum and Instructional Strategies
6. Selecting Resources, Materials and Technology
7. Instructional Needs and Strategies
8. Designing Units of Instruction
9. Providing a Continuum of Services
10. Students Outcomes and Educational Plan
11. Communicating and Advocating Effectively
12. Program Evaluation

SPECIFIC OBJECTIVE(S):

It is anticipated that, upon successful completion of this module, the participant will be able to:

1. Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner. (Topic 1)
2. Demonstrate understanding of the terminology used in the development of curriculum for the gifted. (Topic 1)
3. 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 2)
4. Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL). (Topic 3)
5. Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)
6. Develop an understanding of the issues of equity and excellence as they relate to giftedness. (Topic 5)
7. Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)
8. Demonstrate the ability to select gifted curriculum and appropriate instructional strategies. (Topic 5)
9. Appreciate the role of assessment as an instructional strategy. (Topic 5)
10. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)
11. Demonstrate the ability to match instructional strategies to individual needs of learners. (Topic 7)
12. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 7)
13. 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 8)

14. Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students. (Topic 9)
15. 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. (Topic 10)
16. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)
17. 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 11)
18. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 12)
19. 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. (Topic 12)
20. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 12)
21. Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities. **Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

- Educators will:
- Participate in discussions based on facilitator's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face deliver
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Engage in the following activities as appropriate: professional readings, classroom observation, research paper, case study, and/or other activities approved by the instructor.
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Design and deliver assessments; collect the data and analyze to inform instruction
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Facilitator support provides ongoing feedback to participants; when appropriate, structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

***A.* WHAT EVALUATION DATA ADDRESS THE VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is 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 facilitator and NEFEC Instructional Department. For the online courses, the information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

***B.* WHAT EVALUATION DATA ADDRESS THE 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
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Other measures that may be relevant to quality of implementation of PD

***C.* WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC eLearning, 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.

Developed by NEFEC Spring 2020

FEAP: A1, A2, A3, A4

EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025

COMPONENT NUMBER: 1-106-009

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 009

POINTS TO BE EARNED: 60

DESCRIPTION

Education of Special Populations of Gifted Students 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.

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Professional and ethical behavior
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

COMPETENCY 4.0

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain

acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding of 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 of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Topics:

1. Identification of Special Populations of Gifted Students
2. Diverse Types of Gifted Students
3. Multicultural Gifted Education: Incidence of Special populations of Gifted
4. Ethnicity
5. Linguistic Diversity
6. Underachievement
7. Socio-economic and Educational Disadvantage
8. Twice-Exceptional Students
9. Diverse Family Structures and Pressures
10. Gender and LGBTQ+
11. Age: Young Gifted and Highly Gifted
12. Evaluation of Effective Programs for Special Populations of Gifted Students

SPECIFIC OBJECTIVES:

1. 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). (Topic 1)
2. Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations. (Topic 1)
3. Match appropriate screening and identification procedures with the needs of special populations. (Topic 1)
4. Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (Topic 2)
5. Understand the learning needs and challenges of diverse types of gifted students. (Topic 2)
6. Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students. (Topic 2)
7. Examine the challenges of finding gifted students from underserved populations. (Topic 2)
8. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 2)
9. Examine the nature of giftedness in relation to multicultural principles and underserved populations. (Topic 3)
10. Acquire knowledge of diversity focus of national standards in gifted education. (Topic 3)
11. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 3)
12. Examine personal cultural competencies. (Topic 3)
13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (Topic 4)
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (Topic 4)
15. Identify the characteristics of specific ethnic groups of gifted students. (Topic 4)

16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups. (Topic 4)
17. Understand the characteristics and needs of linguistic minority gifted students. (Topic 5)
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into the curriculum. (Topic 5)
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (Topic 5)
20. Examine ways to identify high potential linguistic minority students. (Topic 5)
21. Identify strategies to effectively work with linguistic minority students. (Topic 5)
22. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students. (Topic 5)
23. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (Topic 6)
24. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (Topic 6)
25. Explore ways to identify gifted students from special populations who are unsuccessful in school. (Topic 6)
26. Examine the characteristics and needs of these students. (Topic 6)
27. Identify strategies to assist these students. (Topic 6)
28. Identify and describe low socio-economic status populations that are underserved. (Topic 5)
29. Examine the nature of giftedness as masked by socio-economic and educational disadvantages. (Topic 7)
30. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children. (Topic 7)
31. Identify key research on identification of disadvantaged gifted students from underserved populations. (Topic 7)
32. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students. (Topic 7)
33. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (Topic 7)
34. 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 7)
35. Clarify and define diverse types of gifted twice-exceptional students. (Topic 8)
36. 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. (Topic 8)
37. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (Topic 8)
38. Discuss strategies and programming needs for gifted students who are twice-exceptional. (Topic 8)
39. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (Topic 9)
40. Identify the unique characteristics and needs of gifted students from diverse family structures. (Topic 9)

41. Identify strategies for stimulating personal growth of gifted students from diverse families. (Topic 9)
42. Identify community support systems for diverse families of gifted students. (Topic 9)
43. Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+. (Topic 10)
44. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (Topic 10)
45. Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students. (Topic 10)
46. Explore the contribution of mentorships in their education. (Topic 10)
47. Examine concepts of age-appropriate development in relation to concepts of giftedness. (Topic 11)
48. Understand the needs and characteristics of very young gifted students. (Topic 11)
49. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs. (Topic 11)
50. Understand the needs and characteristics of highly gifted students. (Topic 11)
51. Identify problems, challenges and present options for developing skills in highly gifted students. (Topic 11)
52. Examine exemplary practices and programs for meeting the needs of the highly gifted student. (Topic 11)
53. Identify and describe criteria of effective programs. (Topic 12)
54. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (Topic 12)
55. Identify instructional methods that accommodate the needs of special populations. (Topic 12)
56. Identify key research on programs for special populations. (Topic 12)
57. Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts. (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance

Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. **WHAT EVALUATION DATA ADDRESS THE VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is 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 facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. **WHAT EVALUATION DATA ADDRESS THE 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
- Alignment and quality of student artifacts that participants submit
- 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.

GUIDANCE AND COUNSELING FOR THE GIFTED 2025

COMPONENT NUMBER: 1-106-008

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 008

POINTS TO BE EARNED: 60

DESCRIPTION

Guidance and Counseling for the Gifted 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 determine the different characteristics and the affective needs of gifted children; identify risk factors related to gifted students; and support social skills, career exploration, and leadership development of gifted students.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment
- ☒ Mastery of a specific instructional practice: Instructional Strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

Competency 3.0

Participants will develop an awareness 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.

Topics:

1. Understanding the Gifted
2. Developmental Characteristics of Gifted Children
3. Phenomenological Experience of Being Gifted
4. Strengths and Vulnerabilities
5. Personality Variance of the Gifted and Highly Gifted
6. Special Populations
7. From Risk to Resiliency
8. Opportunities in Educational Placement
9. Counseling, Guidance, and Career Placement
10. Supporting Social Skills and Leadership
11. Advocates for the Gifted
12. Parenting the Gifted Child and Family Dynamics

SPECIFIC OBJECTIVE(S):

1. Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society. (Topic 1)
2. Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (Topic 1)
3. Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large. (Topic 1)
4. 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). (Topic 2)
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life. (Topic 2)
6. Understand the inner experience of gifted children. (Topic 3)
7. Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted. (Topic 3)
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (Topic 3)
9. Understand the distinguishing characteristics of emotional and spiritual giftedness. (Topic 3)
10. Understand strengths and vulnerabilities of a gifted individual that originate from within the self. (Topic 4)
11. Understand vulnerabilities that are due to another's reaction to giftedness. (Topic 4)
12. Understand the vulnerabilities that are due to a specific circumstance. (Topic 4)
13. Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (Topic 5)
14. 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. (Topic 5)

15. Recognize that a person with an I.Q. two or more standard deviations above the norm is different. (Topic 5)
16. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation. (Topic 5)
17. 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. (Topic 6)
18. Realize the need for additional or different assessment tools to identify special population students. (Topic 6)
19. Learn how to recognize, understand, and support gifted children with multiple differences. (Topic 6)
20. Identify risk factors and resiliency as related to gifted students. (Topic 7)
21. Enumerate what you can do as a teacher to help students at risk. (Topic 7)
22. List symptoms in children and adults of addiction and physical or sexual abuse. (Topic 7)
23. 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. (Topic 8)
24. 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. (Topic 8)
25. Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration. (Topic 8)
26. Recognize home-schooling as a positive option for some gifted students and families. (Topic 8)
27. Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns. (Topic 8)
28. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. (Topic 9)
29. Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology. (Topic 9)
30. Realize counseling provides empathy and partnership in times of need. (Topic 9)
31. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices. (Topic 9)
32. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices. (Topic 9)
33. Learn how to help students develop social skills and inspire leadership. (Topic 10)
34. Support gifted children's experience of global interconnectedness and personal responsibility to take action. (Topic 10)

35. Realize that a primary need in life is to belong. (Topic 10)
36. Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (Topic 10)
37. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (Topic 10)
38. Acquire and refine the knowledge and skills needed to advocate for gifted learners. (Topic 11)
39. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming. (Topic 11)
40. Identify advocacy issues, needs, resources, educational laws, skills, and strategies. (Topic 11)
41. Support the necessity of self-advocacy by gifted students. (Topic 11)
42. Understand that gifted children naturally have unique needs that parents are challenged to address daily. (Topic 12)
43. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children. (Topic 12)
44. 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. (Topic 12)
45. Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them." (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery

- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance

Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. **WHAT EVALUATION DATA ADDRESS THE VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is 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 facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. **WHAT EVALUATION DATA ADDRESS THE 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
- Alignment and quality of student artifacts that participants submit
- 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.

NATURE AND NEEDS 2025

COMPONENT NUMBER: 1-106-006

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 006

POINTS TO BE EARNED: 60

DESCRIPTION:

Nature and Needs 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.

Participants will develop an awareness of the teacher's role in the identification process, the process and content of individual psychological testing in the identification of the gifted, the roles and functions of various systems which support teachers working to meet the needs of children who are gifted, the cognitive and affective characteristics of children who are gifted, and the basic issues involved with the planning, developing, and implementing of programs for children who are gifted.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

Competency 1.0

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand 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, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

TOPICS:

1. Defining Giftedness and Exploring Foundations
2. Understanding Giftedness
3. Identifying the Gifted
4. Educating the Gifted
5. Managing Gifted Services

SPECIFIC OBJECTIVES:

1. Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research. (Topic 1)
2. Demonstrate an understanding of major historical and contemporary trends that influence gifted education. (Topic 1)
3. Demonstrate knowledge of the historical, national, and state definitions of giftedness. (Topic 1)
4. Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida. (Topic 1)
5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (Topic 2)
6. Identify the needs and challenges associated with common gifted characteristics. (Topic 2)
7. Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)
8. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)
9. Identify issues related to the identification of students who may be gifted. (Topic 3)
10. Examine district screening practices and identification procedures. (Topic 3)
11. 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 3)
12. Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment. (Topic 4)
13. Analyze the relationship among gifted programming, differentiation, and identification criteria. (Topic 4)
14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance. (Topic 4)
15. 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. (Topic 4)

16. Describe the characteristics and competencies of effective teachers of students who are gifted. (Topic 4)
17. 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. (Topic 5)
18. Identify and interpret implications of current research that impacts gifted education. (Topic 5)
19. 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. (Topic 5)
20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (Topic 5)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on facilitator's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Demonstrate and apply newly acquired knowledge and skills through assigned activities
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: G: Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. WHAT EVALUATION DATA ADDRESS THE VALUE OF THE PD DESIGN?

To evaluate the value of the PD design presented, an evaluation form is 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 facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. What evaluation data address the 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
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Other measures that may be relevant to quality of implementation of PD

C. Who will use these aspects of PD evaluation data?

NEFEC eLearning, 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.

Developed by NEFEC Spring 2020
FEAP: A1, A2, A3, A4

THEORY AND DEVELOPMENT OF CREATIVITY 2025

COMPONENT NUMBER: 1-106-010

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 010

POINTS TO BE EARNED: 60

DESCRIPTION

Theory and Development of Creativity provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. Participants will increase their knowledge of the nature and definition of creativity, reflect on and learn ways to enhance personal creativity, and how to provide ideas and strategies for teaching others (students) to develop and use their creativity.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

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

Competency 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.

Topics:

Topic 1: Valuing Creativity

Topic 2: Defining Creativity

Topic 3: Developing and Nurturing Creativity

Topic 4: Measuring Creativity and Assessing Creative Outcomes

Topic 5: Personalization and Commitment to Creativity

SPECIFIC OBJECTIVES:

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (Topic 1)
2. Demonstrate an understanding of how creative thinking can be used to address problems in society. (Topic 1)
3. Describe the impact of creativity on personal growth and self-actualization. (Topic 1)
4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted. (Topic 2)
5. Review research in the field of creativity and apply it to a classroom setting. (Topic 2)
6. Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration. (Topic 2)
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (Topic 2)
8. Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression. (Topic 3)
9. Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (Topic 3)
10. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (Topic 3)
11. Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (Topic 3)
12. Develop instructional plans to integrate creativity within and across the content areas on process and product. (Topic 3)
13. Understand the role of assessment of creativity and the use of tests and inventories. (Topic 4)
14. Describe, compare, and evaluate different instruments for measuring creativity. (Topic 4)
15. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (Topic 4)
16. Describe traits and appropriate criteria used to assess creative outcomes and products. (Topic 4)
17. Explore and analyze the ethical issues surrounding creativity. (Topic 5)

18. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (Topic 5)
19. Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (Topic 5)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

Participate in discussions based on instructor's presentation

Discuss and apply research-based practices

Engage in research for web-based resources

Research case studies

Create collaborative learning activities

Utilize collaborative practices within various contexts

Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate

- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What other forms of evaluation data will be gathered:

A. What evaluation data address the value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is 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 facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. What evaluation data address the 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
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

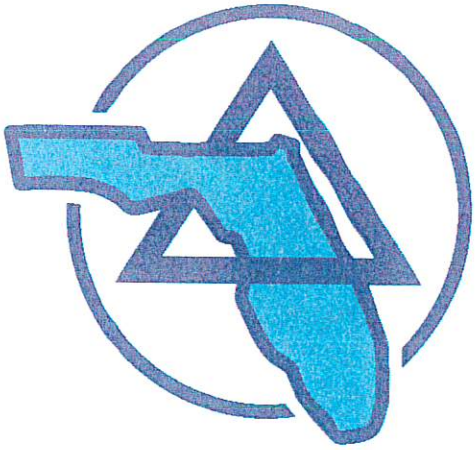
C. Who will use these aspects of PD evaluation data?

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.

Developed by NEFEC

Spring 2020

FEAP: A1, A2, A3, A4



NEFEC

Prekindergarten Disabilities

Add-On Endorsement Program

2019-2024

A Cooperative Effort to Provide Professional Learning Options to Participating Districts Offering Prekindergarten Programs:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison Monroe, Putnam, Suwannee, and Union

PREKINDERGARTEN DISABILITIES ADD-ON ENDORSEMENT PROGRAM

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PREKINDERGARTEN DISABILITIES ADD-ON ENDORSEMENT PROGRAM

Add-On Endorsement Program

Program Rationale and Purpose

The Prekindergarten Disabilities Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with prekindergarten students with disabilities. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with disabilities. 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 North East Florida Educational Consortium (NEFEC) is an organization of small and rural school districts in the northeastern part of the state. The purpose of the Prekindergarten Disabilities Endorsement Program is to provide the NEFEC school districts with an alternative training program to reduce the number of out-of-field teachers in the area of prekindergarten students with disabilities education and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the NEFEC district's Prekindergarten Disabilities Endorsement Plan is available for teachers in lieu of taking college courses to earn the Prekindergarten Disabilities Endorsement.

Specialization requirements for the Prekindergarten Disabilities Endorsement are required for certified teachers who instruct either course number 7650030 (Prekindergarten Disabilities: Age 0-2) or 7650130 (Prekindergarten Disabilities: Age 3-5) as listed in the Florida Course Code Directory. Exceptions to this requirement are for teachers who:

- Have certification in preschool education (birth through age 4 years) **or**
- Have certification in prekindergarten/primary education (age 3 years through grade three) **or**
- Can document at least two full years of teaching experience (including satisfactory teacher evaluations) with prekindergarten children with disabilities between July 1, 2006, and June 30, 2011

Additional information about exceptions can be found at the FLDOE Bureau of Exceptional Education and Student Services Prekindergarten Disabilities Endorsement Q & A found at http://www.florida-ese.org/asdendorsement/_files/PREK%20Endorsement%20Q&A_6_13.pdf

The district add-on endorsement is designed for teachers who currently hold certification in primary education, elementary education (K-6), early childhood education, or any exceptional student education Florida educator certificate.

Although NEFEC districts did not have any prekindergarten teachers earn the Prekindergarten Disabilities Endorsement during the five-year cycle, we feel there is still a need to continue offering the endorsement. Access to this endorsement is limited across the state of Florida and teachers currently designated out-of-field and those projected to be out-of-field need to have the option to participate in a Prekindergarten Disabilities Endorsement program.

DISTRICT	# of PreK teachers attaining endorsement 2014-2019	# of PreK teachers out of field	Projected # of PreK teachers who will need endorsement through 2025	# of PreK SWD enrolled in SY 2018-2019	Projected # of PreK SWD to be enrolled in SY 2024-25
Baker	0	0	0	43	60
Bradford	0	0	1	0	4
Columbia	0	7	7	1	1
Dixie	0	1	1	79	95
Flagler	0	0	0	29	37
FSDB	0	1	1	18	17
FSU-Lab*	N/A	N/A	N/A	N/A	N/A
Gilchrist	0	3	3	55	65
Hamilton	0	0	1	18	22
Hernando	0	0	2	123	150
Lafayette	0	0	0	12	12
Levy	0	0	1	67	85
Madison**					
Monroe	0	3	0	133	175
P. K. Yonge*	N/A	N/A	N/A	N/A	N/A
Putnam	0	2	2	144	150
Suwannee	0	1	2	73	81
Union	0	0	0	10	12

*Prekindergarten Program is not offered **Information not available

CONTENT/CURRICULUM

The curriculum for the Prekindergarten Disabilities Endorsement Program includes modules developed by the Exceptional Student Education Personnel Development Support Project, Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services, in conjunction with the Lee County School District. It addresses the FDOE Prekindergarten Disabilities Endorsement Competencies under the Individuals with Disabilities Education Act, Part B. Participants must demonstrate that they have acquired all the competencies (listed below) as identified by the FDOE.

A. FDOE Prekindergarten Disabilities Endorsement Competencies

HUMAN GROWTH AND DEVELOPMENT	
1.1	Define, discuss, and apply major theories of human growth and development.
1.2	Distinguish between differences related to cultural practices and educational delays as these relate to teaching children with disabilities.
1.3	Describe characteristics of each area listed below how these are exhibited in prekindergarten children and how they affect learning: developmentally delayed, established conditions, intellectual disabilities, emotional/behavioral disorders, specific learning disabilities, hearing impaired, vision impaired, speech/language impaired, physically impaired, health impaired, ASD.
1.4	Demonstrate knowledge of the nature and sequences of child development (birth through age eight) in each of the major domains (motor development (fine and gross, cognitive development, social development, communication development, language development, self-help skills).

1.5	Demonstrate knowledge of atypical development in relationship to typical development in the major domains (motor development (fine and gross, cognitive development, social development, communication development, language development, self-help skills).
1.6	Demonstrate knowledge of relevant medical information and how it may affect learning.
FAMILY AND COMMUNITY	
2.1	Use school, community, state, and federal resources to provide experiences leading to achievement of goals and objectives stated on each child's IEP.
2.2	Describe a continuum of educational settings from least to most restrictive environments and a variety of ancillary education, health, and social services.
2.3	Identify resources and referral agencies available to aid young children with disabilities and their families.
2.4	Recognize, understand, and accept differences in values across cultures and their educational significance.
2.5	Understand and apply basic systems theory to child, family, and community.
2.6	Develop appropriate strategies for education and involving parents in the education of their children.
2.7	Assist parents in becoming effective advocates for their children.
2.8	Describe stages of the grieving process experienced by parents of children with disabilities and communicate effectively with parents at each stage.
2.9	Identify physical and behavioral signs of child abuse and appropriately refer children consistent with legal and ethical requirements.
2.10	Use knowledge of local and state legal systems to assist young children with disabilities and their families.
2.11	Use appropriate procedures for preparing child, family, and other agencies for transition of young children with disabilities (Part C to Part B, PreK to K, Private to public, more to less restrictive environments).
ASSESSMENT	
3.1	Select and administer appropriate formal and informal assessments and use assessment information for developing and evaluating individual education plans.
3.2	Select and administer appropriate formal and informal assessments and use assessment information for developing and evaluating individual education plans.
3.3	Demonstrate an understanding of testing terminology (e.g., basal, ceiling, mean, reliability, validity, etc.).
3.4	Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's Special Programs and Procedures (in-service).
3.5	Appropriately discuss educational assessment data with parents, school personnel, and community agencies.
3.6	Use data from home, school, and community to develop goals and objectives to assist the child in functioning successfully in these environments.
3.7	Write reports which summarize the results of formal, informal, and observational assessment and include recommendations for individual instructional goals and objectives in the major domains (motor, cognitive, social, communication, language, self-help, physical, adaptation).
3.8	Discuss uses and abuses of assessment instruments in the evaluation of infants and young children.

3.9	Demonstrate understanding of first and second language acquisition and the impact on the assessment process.
3.10	Evaluate the extent to which objectives are met following instruction.
CURRICULA, MATERIALS, INSTRUCTIONAL TECHNIQUES	
4.1	Identify and implement appropriate models, methods, approaches, and techniques for teaching prekindergarten children with disabilities in the major domains (motor, cognitive, social, communication, language, self-help, physical, adaptation).
4.2	Make use of specialized procedures and areas such as music, arts, crafts, creative dynamics, movement, adaptive devices, and assistive technology, to enhance the development of prekindergarten children with disabilities.
4.3	Participate in the development and implementation of an Individualized Educational Plan (IEP) appropriate to the cognitive, affective, and physical needs of the child.
4.3	Participate in the development and implementation of an Individualized Educational Plan (IEP) appropriate to the cognitive, affective, and physical needs of the child.
4.4	Apply task analysis to both instructional activities and curriculum materials.
4.5	Develop, adapt, and evaluate criteria and materials to meet individual child needs.
4.6	Provide instruction which enhances the affective growth and development of the child, including communication skills, interpersonal skills, and methods of dealing with conflict and frustration.
4.7	Identify and locate resources (personnel and materials) needed for instruction.
4.8	Recognize social forces which may impact the curricula and make necessary adjustments.
4.9	Apply theories of play in educational practice.
4.10	Apply the basic principles of learning approaches.
4.11	Prescribe and implement systematic individual instructional program based on the unique learning needs of the child.
4.12	Implement effective procedures for integrating preschool children with disabilities with their typically developing peers.
LEARNING ENVIRONMENT	
5.1	Establish effective learning environments based on individual child needs in consideration of the factors such as developmental levels and disabling conditions.
5.2	Design and manipulate aspects of a learning environment and learning routine in order to promote positive child adjustment and adherence to behavior standards.
5.3	Arrange the physical environment to facilitate different types of learning and disabling conditions.
5.4	Arrange schedules to use time and facilitate the child's active participation in learning.
5.5	Demonstrate effective behavior management techniques.
5.6	Establish effective classroom routines and procedures.
5.7	Demonstrate effective communication skills appropriate to the ages, ability levels, and disabling conditions of the students.
5.8	Develop and use effective teacher intervention techniques to minimize disruptive

	behavior and promote social skills.
MULTIDISCIPLINARY PROCESS	
6.1	Demonstrate an understanding of, and participation in the multidisciplinary approach to early intervention.
6.2	Understand the areas of expertise and communicate effectively with each member of the multidisciplinary team (e.g., ST, OT, PT, nutritionist, psychologist, social worker, other educators and medical personnel).
6.3	Understand the assessment report and recommendations provided by members of multidisciplinary teams and incorporate such data into intervention programs.
CONSULTATION AND COMMUNICATION	
7.1	Provide effective consultation to others involved in educational programming for exceptional children (e.g., parents, other professionals, agencies).
7.2	Interact and communicate with other teachers and specialists providing services to an individual student.
7.3	Communicate assessment results, instructional program, goals, and objectives for prekindergarten children with disabilities to parents, school personnel, community agencies, and other appropriate persons within the legal and ethical guidelines for confidentiality.
7.4	Identifies behaviors associated with teacher, parent, and child stress and demonstrates appropriate stress reduction or coping strategies.
7.5	Implement procedures such as physical adaptations, positioning, feeding, and oral stimulations prescribed by qualified specialists.

B. Specialization/Professional Studies

Specialization requirements for the Prekindergarten Disabilities Endorsement follow and are listed at Rule 6A-4.01792:

1. A bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education, and
2. Twelve (12) semester hours in prekindergarten disabilities education to include the areas specified below:
   a. Six (6) semester hours in the development and implementation of individualized educational programs for the prekindergarten child with disabilities to include formal and informal evaluation techniques; developmentally appropriate curriculum, methods, and intervention strategies; teaming approaches to facilitate inclusion in appropriate learning environments; and multidisciplinary approaches and techniques for serving the child and the family;
   b. Three (3) semester hours in child development to include theories of the atypical child, the stages and sequences of development, and the impact of disabilities and biomedical risk factors on learning; and
   c. Three (3) semester hours in family collaboration and support to include family systems

Career and Adult Education

Baker County School District

418 South 8th Street, Macclenny, Florida 32063
Phone: (904) 259-0403 Fax: (904) 259-0378

July 14, 2022

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

Respectfully, please seek School Board approval for the Adult General Education tuition shown in section A below for the 2022-2023 school year. According to the workforce development fees statute, section 1009.22(3), Florida Statutes, a district's tuition must be within five percent (above or below) of the standard tuition and out-of-state fee, if applicable (see page 3 of the attachment). This tuition will be collected from Adult Education students at the time of enrollment.

SECTION A

Tuition Type	Tuition Amount	Agency/Program Requirement
Block Tuition (per term) Standard Rate	$30.00	Florida Statute

Thank you for your favorable approval and assistance.

Sincerely,

Carrie Dopson

Carrie Dopson
Director, Career and Adult Education

CD/bd
Attachment

Attachment

Workforce Education Tuition and Fees
2022-23

The 2022 General Appropriations Act did not include any changes to the standard tuition and fees rate for 2022-23. **Effective July 1, 2022, the following standard rates of tuition are in effect:**

- **For Career Certificates/Applied Technology Diplomas, $2.33 per contact hour.**
- **For adult general education, a block tuition rate of $45.00 per half year, or $30.00 per term.**

According to the workforce development fees statute, section (s.) 1009.22(3), Florida Statutes (F.S.), a district's tuition must be within five percent (above or below) of the standard tuition and out-of-state fee, if applicable. For career certificate and applied technology diploma programs, students who are classified as non-residents for tuition purposes under s. 1009.21, F.S., have a required out-of-state fee in addition to the tuition.

The tables found on the next pages provide a summary of the rates allowed for the program areas of Career Certificates (also known as CAR), Applied Technology Diplomas (ATD) and Adult General Education (AGE). The summary includes ranges for tuition; out-of-state fees; and the optional fees for student financial aid, capital improvement and technology. See the table on page 2 for the minimum and maximum tuition ranges for career certificate programs and page 3 for the minimum and maximum block tuition ranges for adult general education.

Career Certificate/Applied Technology Diplomas, student financial aid, capital improvement and technology fees are discretionary and are, therefore, not required. However, it is important to note that if these fees are charged, the amount allowed to be charged varies. If student financial aid fees are charged, the highest amount allowed is ten percent of tuition (for residents) or ten percent of the sum of tuition and out-of-state fee (for nonresidents). Thus, the amount charged for student financial aid can be any percent **up to 10 percent**. If capital improvement or technology fees are charged, the highest amount allowed is five percent of tuition (for residents) or five percent of the sum of tuition and out-of-state fee (for nonresidents). Thus, the amount allowed to be charged for a capital improvement or technology fee is any percent **up to five percent.**

Career Certificates/Applied Technology Diplomas			
RESIDENT	**Standard Fee Rate**	**Minimum Fee Rate (1)**	**Maximum Fee Rate (1)**
Tuition	2.33	2.22	2.44
Student Financial Aid (2) (10% of Tuition)	0.23	0.22	0.24
Capital Improvement Fee (2) (5% of Tuition)	0.11	0.11	0.12
Technology Fee (2) (5% of Tuition)	0.11	0.11	0.12
NONRESIDENT	**Standard Fee Rate**	**Minimum Fee Rate (1)**	**Maximum Fee Rate (1)**
Tuition	2.33	2.22	2.44
Full Cost: Standard Tuition + Out-of-State Fee	9.32	8.86	9.78
Student Financial Aid (2) (10% of Tuition + Out-of-State Fee)	0.93	0.88	0.97
Capital Improvement Fee (2) (5% of Tuition + Out-of-State Fee)	0.46	0.44	0.48
Technology Fee (2) (5% of Tuition + Out-of-State Fee)	0.46	0.44	0.48

(1) Each district school board may adopt tuition that is within the range of five percent below to five percent above the standard tuition and out-of-state fee, if applicable pursuant to s. 1009.22(3)(d), F.S.

(2) Student Financial Aid, Capital Improvement and Technology Fees are discretionary and are not required.

Adult General Education			
	Standard Rate	**Minimum Rate (1)**	**Maximum Rate (1)**
Block Tuition (Per half year)(2)	45.00	42.75	47.25
	Standard Rate	**Minimum Rate (1)**	**Maximum Rate (1)**
Block Tuition (Per term) (2)	30.00	28.50	31.50

(1) Each district school board may adopt tuition that is within the range of five percent below to five percent above the standard tuition and out-of-state fee, if applicable pursuant to s. 1009.22(3)(d), F.S.

(2) Tuition does not vary based on instructional hours scheduled or number of Adult General Education programs in which the student is enrolled.

2022 Legislative Changes

Disabled Veterans Fee Waiver

HB 45 created s. 295.011, F.S., to establish a fee waiver for disabled veterans who are enrolled in a postsecondary program and receive education assistance under the GI Bill, but who do not qualify for the 100 percent eligibility tier federally. Beginning in 2022-23, these students are eligible to receive a waiver in the amount that is the difference between the portion of tuition and fees authorized under federal law and the full amount of tuition and fees charged by the institution attended.

HB 1577 modified s. 1009.25, F.S., to specify that students who meet the definition of homeless children and youths in section 725 of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. s. 11434a(2), are exempt from the payment of tuition and fees, including lab fees, at school district career centers.

HB 1577 also amended s. 409.1452, F.S., to require postsecondary institutions that grant fee exemptions under s. 1009.25, F.S., to have an on-campus liaison who is, at a minimum, a knowledgeable, accessible and responsive staff member to help with any problems related to the use of the exemption. Institutions are required to provide the liaison's contact information to each student using a tuition and fee exemption and to the Department of Children and Families (DCF) and community-based care lead agencies.

SB 7034 amended s. 1009.25, F.S., to expand the tuition and fee exemption for foster care students to include a student who was the subject of a shelter proceeding, a dependency proceeding, or a termination of parental rights proceeding, and who:

- Is, or was at the time of reaching 18 years of age, in out-of-home care, rather than in the custody of the DCF as is provided for in current law;
- Was adopted from DCF after May 5, 1997;
- After reaching 14 years of age, spent at least 18 months in out-of-home care and was then reunited with his or her parents who were the subject of the dependency proceeding before reaching 18 years of age, including a student who was reunited under s. 39.8155, F.S. (reinstatement of parental rights). A student is only eligible for this tuition waiver if, in addition to the above-described factors, the student is also Pell Grant-eligible; or
- Was placed in a permanent guardianship, regardless of whether the caregiver participates or participated in the Relative Caregiver Program under s. 39.5085, F.S., and remains in such guardianship until either the student reaches 18 years of age or, if before reaching 18 years of age, enrolls in an eligible institution.

Statutory References for Fees

Tuition Statutes

The following are the current statutory references related to Workforce Fees.

s. 1009.21, F.S., Determination of resident status for tuition purposes

s. 1009.22, F.S., Workforce education postsecondary student fees

s. 1009.25, F.S., Fee exemptions

s. 1009.26, F.S., Fee waivers
s. 1009.27, F.S., Deferral of fees
s. 1011.80(10), F.S., Funds for operation of workforce education programs

Standard Tuition and Nonresident Fees
Standard tuition shall be $2.33 per contact hour for programs leading to a career certificate or an applied technology diploma. A block tuition of $45 per half year or $30 per term shall be assessed for students enrolled in adult general education (s. 1009.22(3)(c), F.S.). Each district school board may adopt tuition that is within the range of five percent below to five percent above the standard tuition and out-of-state fee, if applicable (s. 1009.22(3)(d), F.S.). For career certificate programs, the out-of-state fees must be charged to students classified as nonresidents for tuition purposes, in addition to the tuition.

Financial Aid Fee
School districts are **permitted** to collect, for financial aid purposes, up to an additional 10 percent of the student fees collected for workforce development education programs as stated in s. 1009.22(5), F.S. This fee may not be collected for adult general education programs (s. 1009.22(5), F.S.).

Capital Improvement Fee
School districts are **permitted** to collect a separate capital improvement fee for capital improvements, technology enhancements, or equipping buildings which may not exceed five percent of the tuition fee for resident students or five percent of the tuition and out-of-state fee for nonresident students. For additional information, see s. 1009.22(6), F.S. This fee may not be collected for adult general education programs (s. 1009.22(3), F.S.).

Technology Fee
School districts are **permitted** to collect a separate technology fee. Section 1009.22(7), F.S., addresses the statutory requirements. According to the statute, "Each district school board and community college board of trustees is authorized to establish a separate fee for technology, not to exceed 5 percent of tuition per credit hour or credit-hour equivalent for resident students and not to exceed 5 percent of tuition and the out-of-state fee per credit hour or credit-hour equivalent for nonresident students. Revenues generated from the technology fee shall be used to enhance instructional technology resources for students and faculty and shall not be included in any award under the Florida Bright Futures Scholarship Program." This fee may not be collected for adult general education programs (s. 1009.22(3), F.S.).

Other Fees
Sections 1009.22(8) and (9), F.S., state:

> (8) Each district school board and Florida College System institution board of trustees is authorized to establish specific fees for workforce development instruction not reported for state funding purposes or for workforce development instruction not reported as state funded full-time equivalent students. District school boards and Florida College System institution boards of trustees are not required to charge any other fee specified in this section for this type of instruction.
>
> (9) Florida College System institution boards of trustees and district school boards are not authorized to charge students enrolled in workforce development programs any fee that is not

specifically authorized by statute. In addition to tuition, out-of-state, financial aid, capital improvement, and technology fees, as authorized in this section, Florida College System institution boards of trustees and district school boards are authorized to establish fee schedules for the following user fees and fines: laboratory fees; parking fees and fines; library fees and fines; fees and fines relating to facilities and equipment use or damage; access or identification card fees; duplicating, photocopying, binding, or microfilming fees; standardized testing fees; diploma replacement fees; transcript fees; application fees; graduation fees; and late fees related to registration and payment. Such user fees and fines shall not exceed the cost of the services provided and shall only be charged to persons receiving the service.

Fee Exemptions
Fee exemptions are defined in s. 1009.25, F.S.

Fee Exemption for Welfare Transition Participants
Section 1009.25(1)(e), F.S., allows for the exemption of payment of tuition and fees, including lab fees, for students enrolled in welfare transition programs. The exemption applies to the student for tuition and fees for career certificate, applied technology diploma and adult general education programs. The law specifies that, while the student is exempt from the payment of tuition and fees, the local workforce development board is required to pay the institution for the costs incurred for the welfare transition program participants. Welfare transition participants are individuals who are receiving temporary cash assistance from the Department of Children and Families and are required to complete work activity. The school district must receive appropriate documentation that demonstrates the individual is an active participant in the welfare transition program in order to report the exemption to the Florida Department of Education in data reporting required in the Workforce Development Information System (WDIS).

Fee Waivers
Fee Waivers are defined in s. 1009.26, F.S. School districts may waive fees for any student not exempt from fees. The total value of the fee waivers granted by the school district may not exceed the amount established annually in the General Appropriations Act. For 2019-20, waivers for fee-nonexempt students for programs funded through Workforce Development Education appropriations may not exceed eight percent of the fee revenues that would otherwise be collected. Funds collected from standard tuition and out-of-state fees shall be used to support school district workforce education programs as defined in s. 1004.02(25), F.S., and shall not be used to support K-12 programs or district K-12 administrative indirect costs. (Chapter 2016-066, Laws of Florida)

Each Florida College System institution board of trustees, each district school board with a career center authorized under s. 1001.44, F.S., and each board of directors for a charter technical career center authorized under s. 1002.34, F.S., shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines and Navy) and the National Guard (Army and Air) or any other student who is entitled to and uses educational assistance provided by the United States Department of Veterans Affairs who physically resides in Florida while enrolled as a degree or certificate seeking student. Tuition and fees charged to a student who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged a resident student enrolled in the same program.

Differential Out-of-State Fee
Section 1009.22(4), F.S., provides that a district school board that has a service area that borders another state may implement a plan for a differential out-of-state fee.

Applied Academics
According to s. 1009.22(3)(a), F.S., fee-nonexempt students enrolled in applied academics for adult education instruction shall be charged fees equal to the fees charged for adult general education programs.

Contacts: If you have any questions about these issues, please contact Audrey Kervin at 850-245-9540 or via email at Audrey.Kervin@fldoe.org.

Career and Adult Education

Baker County School District
418 South 8th Street, Macclenny, Florida 32063
Phone: (904) 259-0403 Fax: (904) 259-0378

July 14, 2022

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent, Raulerson:

Respectfully, please seek School Board approval of post-secondary fees for adult career training programs as shown in section A below for the 2022-2023 school year (see page 2 of the attachment). These fees are to be collected from students at the time of program registration.

SECTION A

Fee Type	Fee Amount	Agency/Program Requirement
Tuition Rate	$2.68 per clock hour*	Florida Statute
Administrative Fee	$50.00	Tuition Refund Processing

*clock hour total includes $2.44 per clock hour tuition plus $.12 per clock hour technology fee and $.12 per clock hour capital improvement fee [see attached tuition schedule as per Florida Statute 1009.22(3)(e)].

Additionally, the Board is being advised of other costs and fees associated with the Phlebotomy and Certified Nursing Assistant post-secondary programs. These fees are to be collected from students at the time of program registration. The list reflects items required under federal and/or state regulations for health science training programs.

SECTION B

Fee Type	CNA	Phlebotomy	Fee Amount	Agency/Program Requirement
Level II Fingerprinting/ Background	X		$82.12	Prometric Testing – Florida Statute
Drug Screening	X	X	$48.00	Agency for Health Care Administration
Level II Fingerprinting/ Background	X	X	$65.00	Agency for Health Care Administration
Clinical Identification Badge	X	X	$7.00	Clinical Site Requirement

Career and Adult Education

Baker County School District

418 South 8th Street, Macclenny, Florida 32063
Phone: (904) 259-0403 Fax: (904) 259-0378

Liability/Accident Insurance	X	X	$16.00	District Program Requirement
Application Fee	X	X	$25.00	Administrative processing
Lab Fee	X	X	$50.00	Consumable Training Supplies used by students
CNA License Test Fee	X		$155.00	Prometric Testing
Phlebotomy Test Fee		X	$117.00	National Healthcare Association

Thank you for your favorable approval and assistance.

Sincerely,

Carrie Dopson
Director, Career and Adult Education

CD/bd
Attachment

RESOLUTION
AFFIRMING PARTICIPATION IN THE
SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM

WHEREAS, the Baker County School Board believes there is a need to have educational information, interpretation, and consultation on issues relating to small and rural communities that is not independently available, and

WHEREAS, the cost of providing such services independently for the School Board would make the cost prohibitive, and

WHEREAS, the needed services are provided through the Small School District Council Consortium, and

WHEREAS, the Baker County School District has participated in the consortium in previous years by official action of the Board and payment of the annual fee,

NOW THEREFORE BE IT RESOLVED that the Baker County School Board authorizes the participation in the Small School District Council Consortium for fiscal year 2022-2023 and as such agrees to pay $3,250.00 to the designated Fiscal Agent upon invoice for participation fees.

BE IT FURTHER RESOLVED that this resolution shall authorize the Baker County School District participation in the SSDCC in future years contingent upon the approval of the SSDCC Annual Invoice for Participation Fees as part of a regularly scheduled School Board meeting.

BE IT FURTHER RESOLVED that the SSDCC Fiscal Agent shall be the contracting agent for the employment and payment of consulting services and associated program costs.

Adopted by the Baker County School Board in Regular Session at Macclenny, Florida on the 1st day of August, 2022.

BY:

_____
Chairperson, Baker County School Board

ATTEST:

_____
Superintendent, Baker County School District

J.F. Keller Intermediate School

420 Eighth Street South
Macclenny, Florida 32063

Kelly A. Horne, Principal
Office (904) 259-4244

Whitney Hall, Assistant Principal
Fax (904) 259-3771

July 19, 2022

Dear School Board members,

I am seeking approval for a yearbook and class photo agreement with Leonard's Photography. This agreement will be for the 2022-2023 school year.

Sincerely,

Kelly A. Horne

Leonard's — Photography ♦ Printing ♦ Publishing

A-1-20 REV 10/20

MASTER AGREEMENT

☑ Photography AND/OR ☑ Yearbook

Leonard's will exclusively provide the above service for entire school term. Students are under no obligation to purchase. Customers purchasing photography packages must be completely satisfied or their money will be cheerfully returned.

ALL AGREEMENTS SUBJECT TO STUDIO APPROVAL

School J. Franklyn Keller Intermediate ($100 Pride Donation new sch) New School ☑

Street 420 S 8th Street

City MacClenny State FL Zip 32063

County Baker District Baker

Phone (904) 259-4244 Fax

Track School ☐ Years of Contract First Year 2022 Last Year 2023

School Type Public School Level Intermediate ES

Student Hours 9:00 AM To 3:00 PM **Grades** 4 To 5 Number of Classes 45

Enrollment Staff 80 Seniors ____ UnderClass 730

Prior Company LT

School Year 2022/23

Salesperson Jennifer Llarenas

Principal's Name Kelly Horne

Please Print

Signed X Kelly A. Horne *Principal* Date 6/15/22

Principal E-mail kelly.horne@bakerk12.org

Orders may be received for 10 days after distribution of the order forms. Commission is calculated on all of these orders when submitted promptly. All orders after the collection deadline should add shipping and handling to the package price. Special requests, non-conforming data, additional services, products, fees, extra photographers, extra items, reprints and retakes requested by the school will be subject to a charge that will be deducted from school commission or added to selling price. Commission is subject to a minimum sales participation. School agrees to distribute all marketing material provided by Leonard's. We reserve the right to add or modify options that may become available or change at a later date. Multi year contracts subject to adjustment in price and commission for changes in Consumer Price Index and operating results for previous year. Firm shooting dates cannot be given at this time. The exact date will be scheduled approximately 3 to 4 weeks in advance. See county requirements for early cancelation policy. Vendor shall be paid for services performed and completed under this Agreement up to the effective date of termination and for expenses (such as non-refundable travel expenses), which would be otherwise reimbursable under this Agreement and which Vendor had incurred prior to the effective date of termination.

Contract # C

30001

Leonard's

Photography | Printing | Publishing

Leonard's | P.O. Box 1928 | St. Augustine, Florida 32085-1928 | 1-800-962-5798 | www.leonards.com

YEARBOOK PRINTING AGREEMENT

A-11-21

The Customer has selected Leonard's to be their exclusive printer for the products and years identified below.
The Customer and Leonard's agree as follows: Leonard's and the Customer will work together to establish printing specifications, price, completion deadlines, and delivery dates. After this Printing Agreement is signed, Leonard's will invest in and allocate resources to help Customer with the creation and production of the Customer's printed products. Customer must meet the assigned deadlines in order to receive their final printed product by the delivery date identified below. Prices are based on on-time submission and do not include any extra charge items, late fees and/or rush charges that may apply. Prices will vary with number of copies, number of pages, cover applications and other extra charge items. All Printing Agreements subject to Leonard's home office approval.

Yearbook Printing Specifications

Copies 351 **Pages** 64 **Paper** (◉) 80# ( ) 100#

Cover ( ) Soft (◉) Hard | **Board** (◉) 100 ( ) 120 ( ) 160

Size (◉) 8.5x11 ( ) 9x12 | **Binding** (◉) Standard ( ) Smyth

Autograph Insert ☐ 4 Pages ☐ 8 Pages

Endsheets ( ) N/A (◉) White ( ) Other _____

Per Copy Cost $ 17.78

Other Print Specifications:
351-400 copies

Creation Process (◉) Online ( ) InDesign/PDF

Total Printing Cost $ 6240.78

( ) Plus Shipping (◉) Shipping Included

Dates

(MM/DD/YY)

School Out Date _____

Estimated Delivery _____ Pages Due _____

Copy Count Due _____ Cover Art Due _____

Sales

( ) Online, Leonard's Collect ( ) Online Only

(◉) Online, School Collect ( ) School Collect Only

Online Offers ☑ Yearbooks ☑ Ads ☑ Image Share

☐ Name Stamp ☐ Icons ☐ Other _____

School's Yearbook Sell Prices

BTS $_____ Fall $_____ Winter $_____ Spring $_____
Start-9/30 10/1-11/30 12/1-2/14 2/15-End

School's Yearbook Ad Rates Ad Deadline _____

Full $_____ 1/2 $_____ 1/4 $_____ 1/8 $_____

Ad Type ☐ Student Recognition ☐ Business

Special Instructions

YB Pro: Kristi Carver kcarver@leonards.com

School **J. Franklyn Keller Intermediate**

Delivery Address **420 S. 8th Street**

City **MacClenny** State **FL** Zip Code **32063**

Does school have a loading dock? ( ) Yes ( ) No

Yearbook Adviser **Staci Crawford**

Email **staci.crawford@bakerk12.org** Phone **9042594244**

Kelly A. Horne

Authorized **School** Representative Signature

Kelly Horne

Printed Name

Principal Title

6.15.22 Date

Authorized **Leonard's** Representative Signature

Jennifer Llarenas

Printed Name

Sales Development Rep Title

6.15.22 Date

Contract # C

30001

July 19, 2022

Dear Baker County School Board Members:

The following inventory items are either obsolete or are no longer financially feasible to repair. I am requesting that these items be removed from Westside Elementary School's Inventory (0091) and destroyed beyond use.

These items are:

Item #	Description	Serial #	Original Cost
14388	PIONEER LASER DISC PLAYER	3903327	$ 1000.00
8158	PLAYGROUND EQUIPMENT		$ 1805.76
9437	DURASCAPE PLAYGROUND		$11,516.44
18821	SMARTBOARD		$ 1,119.00
18820	SMARTBOARD		$ 1,119.00
18874	MACBOOK AIR	C02GM008DJWQ	$ 1,278.00
18876	MACBOOK AIR		$ 1,278.00
18907	IMAC	C02HG2J8DKL9	$ 959.04
18405	EPSON VIEWSONIC PROJ.	B12032853155	$ 1,103.64
18885	IMAC COMPUTER	W8024L9ADAS	$ 1,149.00
18886	IMAC COMPUTER	W80307GGDAS	$ 1,149.00
18911	IMAC COMPUTER	D25J813PDHJR	$ 1,149.00
18912	IMAC COMPUTER	D25J810MDHJR	$ 1,149.00
18927	IPAD MINI		$ 399.00
18942	IPAD MINI		$ 399.00
18952	IPAD	DYTLM7NCDFHW	$ 399.00
18923	IPAD MINI		$ 399.00
15774	3 PIECE LIVINGROOM GROUP		$ 799.00
18907	IMAC COMPUTER	QP33908N-PVJ	$ 1,351.68
18947	IPAD MINI		$ 399.00
18925	IPAD MINI		$ 399.00
18930	IPAD MINI		$ 399.00

Thank you for your consideration in this matter.

Sincerely,

Kelley L. Murphy
Assistant Principal
Westside Elementary School

Career and Adult Education

Baker County School District

418 S 8th Street, Macclenny, Florida 32063
Phone: (904) 259-0403 Fax: (904) 259-0378

June 21, 2022

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

Respectfully, please seek School Board approval of the attached 2022-2023 agreement between the Baker County School District and FSCJ dual Enrollment Articulation Agreement. This agreement is being renewed with the following changes: addition of Civic Literacy course and exam will be required as well as the addition of Technical Certificates for Aviation and Business Logistics.

Thank you for your favorable approval and assistance.

Sincerely,

Carrie Dopson
Director, Career and Adult Education

CD/ab
Attachment

2022-2023 Dual Enrollment Articulation Agreement
Between Baker County Schools and
Florida State College at Jacksonville

THIS AGREEMENT, hereinafter referred to as ("the Agreement"), is entered into by and between The School Board of Baker County, Florida, a body politic and corporate, hereinafter referred to as ("SBBC") and The District Board of Trustees of Florida State College at Jacksonville, a public body corporate of the State of Florida, hereinafter referred to as ("the College or FSCJ"); and

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements; and

WHEREAS, the College and SBBC have a long history of cooperation;

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and

WHEREAS, Florida Statute 1007.23 (3) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors; and

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in it designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance; and

WHEREAS, the 2012 Legislature enacted HB 7135 amending 1007.25 FS, mandating that all students entering state colleges and universities in the Fall semester of 2015 must have 15 credits identified as "core" general education as part of their Associate of Arts or Bachelor degree to be universally accepted by said institutions; and

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and

WHEREAS, the College and SBBC desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve college and career readiness and facilitate educational opportunities for students who are served by the two entities; and

WHEREAS, the College and SBBC acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

NOW, THEREFORE, BE IT RESOLVED that SBBC and the College agree to the following:

A. The Agreement is a modification of all existing articulation agreements.

B. The Agreement may be further amended or modified only on written consent of SBBC or FSCJ consistent with all State and Federal statutes, rules and regulations.

C. The College and SBBC agree to continue to be committed to the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote collaboration between the public schools and the college in furtherance of this Agreement.

D. **Assignment of Responsibilities for Acceleration Programs:** The College and SBBC agree to provide acceleration opportunities for Baker County students through the Dual Enrollment (Traditional Dual Enrollment, Career Dual Enrollment, Early Admission), Advanced Placement, and International Baccalaureate and articulation of industry certifications or other jointly approved curricula. The College and SBBC agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. The College and SBBC shall create systems and policies that align with the terms and assignments of responsibilities. These systems and policies may be adjusted when agreed to by both parties. Information about available programs, advising, and counseling services will be provided to students and their parents in order for them to take advantage of acceleration opportunities for which they are qualified.

E. **Career Academies:** Where applicable, SBBC and the College agree to cooperate in the advancement of Career Academies to promote better preparation of all Baker County students for postsecondary education. Agreements of this type will be developed under separate cover but are to be considered ratified under this Agreement.

F. **Charter Schools and Home Schools:** The College and SBBC agree that students of Charter Schools in Baker County and Baker County private schools registered with SBBC are not covered by the provisions of this Agreement, and must seek individual articulation with the college. Baker County home education program students who are officially registered with SBBC Superintendent of Schools and the State of Florida, per Florida Statute 1002.41, may participate in dual enrollment under and according to the terms of separate individual articulation agreements and after formal release from Gateway College Dual Enrollment Office.

G. **Technical Program Articulation:** SBBC and the College agree to develop program by program agreements that provide opportunities to receive college credit or advanced standing for appropriate work completed in courses and programs completed at the high schools and technical education centers. These agreements will be developed under separate cover but are to be considered ratified under this Agreement.

H. **Faculty Certification:** If desired by SBBC, the College will authorize qualified instructors who are employed by SBBC to teach the College's approved curriculum to dual enrollment students pursuant to the guidelines set forth in Exhibit A and which are agreed to by the parties.

I. **Independent Contractor:** The relationship of the parties hereunder shall be an independent contractor relationship, and not an agency, employment, joint venture or partnership relationship. Neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees of that party and shall in no way, either directly or indirectly, be considered employees or agents of the other party.

J. **Insurance of College:** SBBC acknowledges that the College is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the College. Its self-insured fund and various policies are authorized pursuant to Florida Statutes and the District Board of Trustees. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the College to be sued; or (iii) a waiver of sovereign immunity of the College beyond the waiver provided in Section 768.28, Florida Statutes. Subject to the limits of Section 768.28, Florida Statutes, the College agrees to indemnify, hold harmless and defend SBBC from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of College and/or sub-contractors arising out of or in connection with the provisions of this Agreement.

Insurance of SBBC: The College acknowledges that SBBC is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by SBBC. Its self-insured fund is authorized pursuant to Florida Statutes and the School Board of Baker County, Florida. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of SBBC to be sued; or (iii) a waiver of sovereign immunity of SBBC beyond the waiver provided in Section 768.28, Florida Statutes. SBBC maintains the responsibility to ensure that its employees comply with all state and federal laws, including but not limited to mandatory reporting requirements set forth in Chapter 39 of Florida Statutes pertaining to child abuse, abandonment, or neglect. Subject to the limits of Section 768.28, Florida Statutes, SBBC agrees to indemnify, hold harmless and defend the College from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of SBBC and/or sub-contractors arising out of or in connection with the provisions of this Agreement. Under no circumstances does SBBC agree to pay attorney's fees.

K. **Joint Use Agreements:** Any joint use agreements for facilities used by both entities and those agreements are not included in or affected by this Agreement.

L. **Strategies for Ensuring College Readiness of Dual Enrollment Students:** The College and SBBC will initiate the following strategies to assist in ensuring dual enrollment students are prepared for college-level coursework, thereby promoting postsecondary enrollment:

1. Faculty Collaboration: If desired by SBBC, the College offers on-going professional development for SBBC teachers involved in the Dual Enrollment

program and other purposes by mutual agreement. This professional development includes:

a. access to the courses and programs offered by the College's Academy for Professional Development (AFPD) at no charge to SBBC,
b. training in pedagogy associated with the Canvas course shell,
c. ongoing faculty mentoring,
d. inclusion of dual enrollment faculty in professional development activities of academic departments.

2. School Counseling Collaboration: The College offers opportunities for School Counselors for updates on College policies and procedures.

M. Delineation of Programs and Courses Not Part of Agreement: The College and SBBC agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs. Grants and any program that references/uses dual enrollment as a mechanism must be reviewed and approved by SBBC and the College's Office of Articulation.

N. General Collaboration Efforts: The College and SBBC agree to work toward initiatives that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Student Assessment, Counselor to Counselor Articulation, Research and Management Information, and Testing.

O. Student Records: The College and SBBC agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate on-going research. Each organization agrees to treat such shared student information as confidential, and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the College and SBBC. The parties may provide personally identifiable student records to each other in the performance of this Agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement. Each party further agrees to comply with Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement including but not limited to provisions related to confidentiality, access, consent, length of retention and security

of student records. A Committee, composed of representatives of both organizations will monitor, control and review all data sharing. All related enrollment projections, FTE reports, cost analyses and other elements required for the allocation of funds shall be the sole responsibility of the assigned party unless indicated otherwise herein.

P. **Faculty Records:** For initial screening and review of high school instructors who apply to teach college dual enrollment courses, SBBC agrees to allow the College access, copying, and review of faculty transcripts already on file with SBBC. It is understood that after initial screening, faculty who meet Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) credentialing standards must provide FSCJ with an official copy of their undergraduate and graduate transcripts prior to encoding of their dual enrollment classes.

Q. **Non-exclusivity:** The provision contained in this agreement shall not prevent whichever party is assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.

R. **Amendments and Modifications:** This agreement may be amended at any time through a Memorandum of Understanding signed, dated, and consented to by both parties and consistent with state and federal statutes, rules, and regulations. Amendments to any Exhibit included in this Agreement may be executed at any time with the signed consent of both parties and shall reflect the date of the amendment.

S. **Term:** The Agreement shall commence on the effective date and shall continue in full force until it is terminated, modified, or renewed by the parties. Pursuant to Section 1007.235(2), Florida Statutes, this dual enrollment articulation Agreement shall be reviewed each year for required modifications prior to high school registration for the fall term of the following year. The parties shall cooperate to renew this Agreement annually. The renewal of this Agreement shall be executed before the fall term of the following school year. If any part(s) of the Agreement is in conflict with any law, statute, or rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.

T. **Compliance:** The Parties agree to comply with all State and Federal laws applicable to this Agreement, including those set forth by the U.S. Department of Education, Program Integrity Rules. Further, SBBC will comply with the College's requirements to ensure its continued Accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The College agrees to establish specific training and minimum standards to ensure compliance in these areas, as outlined in Exhibit A, and to monitor ongoing compliance. SBBC agrees to comply with all compliance mandates set forth in Exhibit A and to require compliance of all SBBC staff and employees.

U. **Notice:** All notices under this Agreement shall be shall be in writing and sent via hand delivery or overnight delivery (with a receipt) or United States mail, certified return receipt requested, directed to the other party at its address provided below or such other address as either party may designate by notice from time to time in accordance herewith:

If to College:
Dr. Heather Kenney
Florida State College at Jacksonville
501 West State Street
Jacksonville, FL 32202

With copy to:
Office of General Counsel
Florida State College at Jacksonville
501 West State Street, Suite 403
Jacksonville, FL 32202

If to District:
Baker County Public Schools
270 South Blvd. East
Macclenny, FL 32063
Attn: Ms. Sherrie Raulerson, Superintendent

V. **Background Screening:** College and SBBC agree that all of their respective employees providing instructional services on the high school sites under this Agreement will meet the Level 2 background screening requirements described in Florida Statute §1012.32. If it is found that a person who is providing instructional services under this Agreement does not meet the Level 2 requirements, that person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

W. **Facsimile and Counterpart Signatures:** The parties agree that this Agreement may be executed via counterpart and facsimile signature, the counterparts and facsimiles of which, when taken together, shall be deemed to constitute an entire and original Agreement.

[Signature Page Immediately Follows]

[Signature Page to 2022-2023 Dual Enrollment Articulation Agreement
Between The School Board of Baker County, Florida and
Florida State College at Jacksonville]

IN WITNESS THEREOF, the Parties hereto have adopted this Agreement, together with the incorporated Exhibit A (Dual Enrollment Acceleration Programs: Overview and Requirements) effective _____2022.

Florida State College at Jacksonville

By _____
Dr. John Avendano
President

The School Board of Baker County, Florida

By_____
Ms. Sherrie Raulerson
Superintendent

Exhibit A. Dual Enrollment Acceleration Programs: Overview and Requirements

1. Dual Enrollment: Traditional, Career, Early Admission, Early College, Collegiate Career High School

A. Program Definitions

The dual enrollment program is the enrollment of an eligible secondary student or home education student pursuant to s.1007.271(2) in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. (s.1007.271 F.S.)

Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements for the Associate of Arts taken by eligible students enrolled on a part-time basis.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

B. Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment

SBBC will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at middle and high school sites, on SBBC website, and SBBC-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through the FSCJ Dual Enrollment website, and College Open House events.

C. Location and Scheduling

With the approval of the College and SBBC, eligible dual enrollment students may take the courses described herein during regular class periods at SBBC school sites in fall or spring terms, in approved times in fall or spring terms outside of the regular class

periods at SBBC school sites, or during any scheduled fall or spring term on the College campus or online.

Research by the College has demonstrated that students are most successful in full term classes. Consequently, student will be preferentially scheduled in those classes rather than a short term or hybrid classes when at all possible.

SBBC may not require students to register for only those dual enrollment classes offered at SBBC school sites, but may limit students from taking a course at an FSCJ campus if that same course is also offered at their home SBBC school.

If the College is physically closed or limiting on-campus class sizes through unexpected circumstances, courses which were originally scheduled as face-to-face or hybrid may be converted to online. In such circumstances, students and faculty members affected will be given all possible support to ensure students have the greatest chance of success.

D. Course Selection

College courses selected for this program shall meet and satisfy the requirements of s.1007.271 F.S. for awarding both high school credit and college credit. SBBC shall advise interested students and their parents or guardians of the application of the college credits earned to the credit required for a high school diploma, the ramifications, and responsibilities of initiating a permanent college transcript.

In accordance with s.1007.271 F.S., students may not earn dual enrollment credit for pre-collegiate instruction (including career/technical-preparatory instruction and college-preparatory courses), recreation or leisure, or physical education courses focusing on the physical execution of a skill.

Dual enrollment students may only enroll in those courses approved by SBBC and FSCJ. Courses offered at SBBC sites will be those exclusively available through FSCJ and will not duplicate courses offered through SBBC and their dual enrollment agreement with Gateway College.

Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.

In accordance with HB1735 amending 1007.25 FL students entering a Florida College system institution or state university must demonstrate competency in civic literacy by achieving a passing score on an assessment and by successfully completing a civic literacy course.

The guide for courses to be offered through Dual Enrollment is the Dual Enrollment Course-High School Subject Area Equivalency List approved by the State Articulation Coordinating Committee which can be found on the State Articulation website at https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf.

If SBBC wants to offer FSCJ dual enrollment courses on SBBC sites, the request for new courses and programs to be offered for dual enrollment will be made by SBBC, to the Executive Director of Articulations, FSCJ. Faculty certification, sufficient student enrollments, instructional materials, and appropriate classroom facilities must be available for the courses to be offered.

Dual enrollment courses offered at the high school site may not be stacked with any non-dual enrollment high school course. SBBC may not assign any non-dual enrollment students to class periods designated for dual enrollment students.

E. Course Equivalency

In general, three (3) college credit hours are equivalent to a 0.5 high school credit, with six (6) college credit hours equating to one (1) full high school credit. There are exceptions, however:

1. Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf.

2. High school credits shall be awarded per the status of the list at the time of student enrollment.

3. One (1) credit hour college music courses are equivalent to 0.5 high school credit.

4. Most two (2) hour college credit courses are equivalent to 0.5 high school credit.

5. College certificate program workforce credit courses are equivalent to a 0.5 high school career education credit.

F. Eligibility for Traditional Dual Enrollment

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment, and who understand the consequences of establishing a permanent

college transcript. Students taking individual Traditional Dual Enrollment courses who are not part of an Early Admission program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.

2. For enrollment in Traditional Dual Enrollment courses, students must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.

3. Exception: Placement for SLS1103, IDS1107, or an acceptable SLS alternative course only may be achieved through the following:
    a. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.

4. Students must meet all prerequisite requirements for any dual enrollment course prior to registration. Students using courses from another accredited postsecondary institution or test scores (such as AICE, AP, IB, or CLEP scores) must submit official documentation to FSCJ at least three (3) weeks prior to registration for courses on the college campus on at least three (3) weeks prior to the first day of class for courses offered on the high school campus.

5. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least four full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of "C" or better. The courses in which these students enroll must consist of only dual enrollment students.

6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school

or have completed a college level math course at another accredited postsecondary institution. Exceptions must be approved by SBBC and FSCJ's Office of Articulations and are valid for one semester only, after which appropriate test scores must be presented.

7. General Education Requirement: Students must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.

8. Maximum course enrollments will be as follows:
   Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three (3) courses (11 credit hours) per 15 week semester.

9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.

10. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.

11. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.

13. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other

ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in # 13.

G. Eligibility for Career Dual Enrollment—College Credit Courses

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Career Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.

2. Students who enroll in Career Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.

3. Exception: Placement for SLS1103 or an acceptable SLS alternative course only may be achieved through the following:

senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.

4. Students must meet all prerequisite requirements for any Career Dual Enrollment courses prior to registration.

5. Career Academy students who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by SBBC and FSCJ.

6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school. Exceptions must be approved by the Office of High School Acceleration and FSCJ's Office of Articulations three (3) weeks prior to May 1 for fall registration and three (3) weeks prior to December 1 for spring registration.

7. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.

8. Maximum course enrollments will be as follows:
    a. Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three courses (11 credit hours) per 15 week semester.

9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.

10. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.

11. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not

be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.

13. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #12.

H. Eligibility for Career Dual Enrollment: Non Credit Certificate Programs

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Non-Credit Career Dual Enrollment courses must establish a qualifying cumulative unweighted GPA of 2.0 calculated based upon at least 4 full high school credits. The deadline to apply is May 1 for fall and December 1 for spring.

2. Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six (6) weeks of the first term of enrollment. Students must also meet other requirements established by the career program in which they wish to enroll.

3. Students must meet all prerequisite requirements for any non-credit Career Dual Enrollment courses prior to registration.

4. Career Academy students taking non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by SBBC and FSCJ.

5. Non-Career Academy students eligible to take non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in one (1) or two (2) dual enrollment courses at the college but may not participate in non-credit Career Dual Enrollment programs that require students to complete a certain number of contact (clock) hours.

6. Maximum course enrollments will be as follows:
    a. College campus locations courses: Students enrolled in non-credit certificate programs are limited to no more than two dual enrollment courses offered on the College campus per semester.
    a. Combination of college and high school site enrollments:
        i. Fall and spring terms: Traditional Dual Enrollment students taking non-credit certificate program courses may enroll in no more than the clock equivalent of 11 credit hours per 15 week semester. This maximum includes all courses taken as dual enrollment for any postsecondary institution, including the college site or at a District school location.
    b. Exception: Project Vertical or Transition Instruction and Employment Support (TIES) program personnel may exceed the two (2) course per term college campus limitation for their students, due to the inherent purpose and design of those programs. Fall and spring course maximums will not exceed four (4) courses per term.

7. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 2.0 high school GPA.

8. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.

9. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

10. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.

11. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

12. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

13. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

14. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #9.

I. Eligibility for Early Admission

1. Early Admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year.

2. Students who wish to enroll in early admission must demonstrate readiness for college-level work with a 3.5 unweighted cumulative high school grade point average at time of registration and scores on a common placement test adopted by the State Board of Education under s.1007.271 such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics.

3. Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator during the spring semester of their junior year for full-time dual enrollment registration during their senior year. Students must be enrolled and maintain continuous enrollment in SBBC by November 1 of the junior year. The deadline to apply for Early Admission status is May 1 of the student's junior year.

4. Students whose cumulative unweighted high school grade point average falls below the required cumulative unweighted 3.5 GPA between application and start of Early Admission in the fall semester will not be permitted to participate in the program.

5. Students in Early Admission must take four courses per term (fall and spring) enrolling in a minimum of 12 credit hours and a maximum of 14 credit hours per 15 week semester. Any courses required for high school graduation must be taken in the fall semester.

6. Students must be advised in writing by SBBC that failure in or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.

7. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.

8. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. General Education courses are indicated in the advising guide listed in Exhibit B.

9. Students must successfully complete all college courses attempted (as defined by a final course grade of A, B, or C) and maintain an FSCJ transcript reflecting a minimum 2.0 GPA and a cumulative unweighted high school GPA of 3.0 for continuing eligibility for the second semester of the senior year. If a student posts any grades of W, D, FN, F or has an assignment of NA in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to continue as an early admission student, but may apply for probationary status to continue as a traditional dual enrollment student.

10. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

11. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

12. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #10.

A. Eligibility for Technical Certificates in Dual Enrollment

1. Technical Certificate Dual Enrollment for Aviation and Technology
2. Students who participate in Technical Certificate Dual Enrollment must meet the following criteria to participate:
    a. Enrolled in grades 9-12 and have a 2.5 or higher unweighted high school GPA.
    b. Take the "Tests of Adult Basic Education" (TABE) exam if required by Technical Certificate admissions.
    c. Students may only enroll in courses as outlined in the FSCJ Catalog.
    d. Continued Eligibility: Students must earn a "C" grade or higher in each college course and maintain an unweighted high school GPA of 2.5 or higher.

3. Technical Certificate in Aviation Mechanics student have the opportunity to earn the Technical Certificate (College Credit Certificate) for General Aircraft Maintenance and continue to earn Airframe/Powerplant Aircraft Mechanics. For students to earn the General Aircraft Maintenance certification, they must meet the minimum hours, course standards outlined by the Federal Aviation Administration (FAA), and pass the written. Students who continue with Airframe/Powerplant training must also pass written, oral, and practical exams to earn those certifications. No student shall be awarded a technical certificate of completion until the student achieves the minimum level of basic skills required for that program.
    a. Private Pilot Ground School students have the opportunity to take the Federal Aviation's (FAA) written exam required to become a Private Pilot or the written exam to become a Remote Pilot (aka drone pilot). For students to take these exams, they must meet the course standards, as outlined in the course syllabi and the FAA.

4. Technical Certificate Dual Enrollment for Logistics and Transportation Specialist

a. Students who participate in Technical Certificate Dual Enrollment must meet the following criteria to participate:
    i. Enrolled in grades 9-12 and have a 2.5 or higher unweighted high school GPA.
    ii. Take the "Tests of Adult Basic Education" (TABE) exam if required by Technical Certificate admissions.
    iii. Students may only enroll in courses as outlined in the FSCJ Catalog.
    iv. Continued Eligibility: Students must earn a "C" grade or higher in each college course and maintain an unweighted high school GPA of 2.5 or higher.
b. Technical Certification in Logistics and Transportation Specialist provides the foundation skills for employment in logistics, warehousing and transportation positions.

II. RESPONSIBILITIES OF EACH INSTITUTION

A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations:

Students of SBBC and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the option of Early Admission. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines. In addition, students of SBBC and their parents or guardians who have documented disabilities will be sent information on services available for those students who choose to participate in Dual Enrollment.

SBBC Shall:

1. Inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through presentations at middle and high school sites, on SBBC website, and District-wide events for high school choice and acceleration mechanisms.

The College Shall:

1. Inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through the FSCJ Dual Enrollment website, College Open House events, and through other collaborative mechanisms with SBBC.

B. Assessment Services

In all assessment activities, SBBC and Florida State College at Jacksonville agree to adhere to the State policy regarding PERT administration.

SBBC and the College Shall

1. Collaborate to ensure all appropriate prospective dual enrollment and Early Admission students including registered home school students have access to PERT testing either through their home high school sites or through a referral to one of the College's Assessment and Certification Centers.

C. Program Planning—If SBBC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBBC Shall:

1. Present the Office of Dual Enrollment, FSCJ, with the list of proposed dual enrollment courses and instructors for the entire academic year by May 1 of the previous academic year to ensure appropriate credentialing and training of faculty before the beginning of the academic term. The list must specify courses offered for the first time at any high school site, since it is necessary to ensure college compliance with the notification/permission policies of its accrediting body.

2. Submit credentialing paperwork that includes official college transcripts for all dual enrollment teachers and syllabi for proposed dual enrollment courses no later than one (1) month prior to the start of each academic term to the Dual Enrollment Coordinator/Campus Academic Dean.

3. Restrict high school instructors from teaching more than 50% of their course load (four courses) in dual enrollment courses.

4. Ensure that dual enrollment courses offered at the high school site are not combined with any non-college credit high school course.

5. Ensure that all scheduled dual enrollment courses adhere to a minimum number of 10 students and a maximum number that coincides with that on the College's Master Outline for each course, housed in Curriculum Services.

6. Support the College's efforts to ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), standards regarding the quality of courses offered by SBBC teachers

7. Collaborate with the College on the development of new Dual Enrollment sites and programs, to include the development of any Collegiate Career High School programs.

The College Shall:

1. Send preliminary determination of the proposed course list back to SBBC within three (3) weeks of receipt in the office of Dual Enrollment. Courses offered for the first time at any high school site may require notifications or permissions from the college's accrediting body, and therefore may not receive approval from the college for the immediate term requested.

2. Review faculty credentials and course syllabi in a timely manner to facilitate final approval of proposed course list.

3. Send notification of final approval of courses to SBBC within two (2) weeks of credential verification of faculty. The newly credentialed teacher will be provided information on when he/she will be provided access to myFSCJ, when Canvas training is available, textbook information, a list of contact for curriculum support, provided a sample syllabus, and advised to submit his/her course syllabus for review and approval.

4. Encode only those courses which appeared on the proposed course list and received final approval of faculty.

5. Offer appropriate training and mentoring for dual enrollment faculty to be completed prior to the beginning of the academic term.

6. Collaborate with SBBC on the development of new Dual Enrollment sites and programs.

7. Prepare and submit prospectus documents for high school sites that wish to expand on-site Dual Enrollment offerings, pending verification of appropriately credentialed faculty.

D. Student Registration

SBBC Shall:

1. Provide information on submission of the online application process to students which will include the annual contract of understanding of expectations and requirements.

2. Provide guidance and approval for specific course requests, documented on the registration forms in collaboration with the college.

3. Check registration forms for completion, including signatures from parents or guardians and high school counselors, as well as ensuring eligibility criteria are met each term.

4. Provide original applications to the FSCJ designated campus by the established deadline and the designated method each term. Student registration deadlines will be strictly enforced.

5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A-C, including but not limited to their adherence to the FSCJ "Expectations for Student Conduct," SBBC "Code," and provide information to students about access to the online Student Handbook.

The College Shall:

1. Provide a primary point of contact Dual Enrollment Coordinator for purposes of coordination of all dual enrollment processes.

2. Provide the eligibility criteria for SBBC use to ensure students meet eligibility requirements. This information shall be updated to align with changes as needed.

3. Designate a campus dual enrollment coordinator to handle all dual enrollment and early admission applications. This coordinator will provide advisement, review applications, and eligibility criteria prior to registering students in classes each term, with SBBC and high school being notified of any ineligible students within two (2) weeks.

4. Provide verification of student registration for all courses taken at the high school sites with student ID numbers and College course numbers to SBBC, the high school instructor, and the high school dual enrollment coordinator.

5. Develop processes to ensure dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.

6. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done at the approval of the high school counselor through the campus dual enrollment coordinator.

7. Provide copies of student schedules with any schedule changes to SBBC and high school dual enrollment coordinator at the time of registration.

8. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

E. **Faculty--** If SBBC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBBC Shall:

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
    a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master's degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
    b. Faculty teaching SLS1103 or an alternative must have a Master's degree from a regionally accredited institution; however, it may be in any discipline and they must complete all three (3) components of the SLS Professional development training provided by the College.
    c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.

2. Submit official transcripts for each proposed instructor.

3. Provide SBBC principals and prospective SBBC faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including but not limited to:
    a. participation in yearly orientation sessions and course specific training provided by FSCJ.
    b. submission of credentialing documentation including official transcripts.
    c. use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term, typically August 1 for fall term classes and December 1 for spring term classes.
    d. verification of class rosters to the College dual enrollment coordinators:
        i. prior to the date of drop without penalty,
        ii. prior to the date of Withdrawal from the course, and
        iii. prior to the date of submission of final grades.
    e. submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ.
    f. submission of all course grades including assignments and tests in the gradebook component of the Canvas course shell for each section being taught.
    g. participation in the electronic submission of grades through the myFSCJ portal according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading

window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment.

h. submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.
i. familiarity and compliance with all policies and procedures set forth in the College's Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.

4. Provide SBBC dual enrollment faculty with access to training provided by FSCJ in the appropriate technology to perform expected classroom management activities including:
    a. myFSCJ system to check classroom rosters for accuracy;
    b. electronic submission of grades; and
    c. FSCJ e-mail for updates, information, and communication.

5. Provide SBBC dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site in collaboration with the College.

6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.

7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.

8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than one week) requiring another instructor to teach the course.

9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

The College Shall:

1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform SBBC within two (2) weeks of document submission if the proposed candidate meets credential standards.

2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate SBBC administrators, campus dual enrollment and appropriate College administrators including College academic deans.

3. Provide faculty, particularly newly credentialed faculty or those teaching a course for the first time with sample syllabi and additional support.

4. Provide appropriate course specific training for dual enrollment faculty to include requirements for assessments.

5. Conduct evaluations of performance for dual enrollment faculty and provide feedback of observations within 3-4 weeks.

6. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.

7. Provide discipline-specific contacts to serve as resources and mentors for each SBBC dual enrollment faculty member.

8. Provide access to the online current College faculty handbook and student handbook to each SBBC dual enrollment faculty member.

9. Perform an immediate credential review of any SBBC faculty member proposed to teach a high school dual enrollment course as a substitute for a teacher on extended absence.

10. Assist SBBC in finding an appropriately credentialed instructor in the event of an extended absence of a high school dual enrollment faculty member.

11. Remove the dual enrollment college credit status for any course whose initial credentialed instructor has an extended absence and for which another appropriately credentialed instructor cannot be found.

12. Provide appropriate training to faculty in myFSCJ and Canvas to facilitate instruction.

F. Curriculum-- If SBBC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBBC Shall:

1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.

2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.

3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website.

4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.

5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least one (1) month prior to the beginning of the academic term.

6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from these artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit their artifacts to FSCJ by the established deadline will receive a written warning for the first offense. If there is any additional offense, they will not be permitted to teach dual enrollment in the subsequent term.

7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with current standards of end of course examinations.

8. Return completed final exams or end of course assessments to the executive director to be held for a period of one year. Instructors who fail to submit their final exams or end of course assessments to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

The College Shall:

1. Provide access to the Course Master Outlines on the College's Curriculum Services website to all SBBC dual enrollment faculty.

2. Provide all SBBC dual enrollment faculty with the College's list of required elements for all syllabi including expected student learning outcomes through an electronic syllabus template.

3. Review submitted syllabi and report approval status back to SBBC within two (2) weeks of submission.

4. Provide assistance to SBBC faculty teaching dual enrollment courses in syllabus revision if initial submission does not meet current standards.

5. Review, within two (2) weeks of submission by SBBC, any proposed textbooks or instructional materials not on the College's Course Master Outline submitted by SBBC for equivalency to current standards.

6. Facilitate the development and implementation of common final exams for each dual enrollment college course taught on high school sites. For any exams for which a standard does not yet exist, high school teachers will have the opportunity to collaborate on the development of the exams with FSCJ faculty.

7. Provide the exams and answer keys to the instructors prior to the start of the semester, as well as contact information for the faculty leader of the test development team.

8. Review and approve any alternate final assignments for those courses in which a cumulative final exam is not administered.

9. Hold final exams or alternate assignments returned to the College for a period of one (1) year.

G. Supervision-- If SBBC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBBC Shall:

1. Ensure all SBBC faculty teaching dual enrollment courses adhere to required standards designated in State Board Rule 6A-14.064, including, but not exclusive to, syllabus submission, submission of final exams and other required assignments, and adherence to College grading policies.

2. Offer access to the high school site for appropriate College personnel, including, but not exclusive to, campus dual enrollment coordinators, Executive Director of Articulations, College-wide and academic deans conducting classroom visitations.

3. Ensure dual enrollment students on the high school campus have instructions for, and access to technology to enable them to submit online instructional evaluations.

4. Conduct formal performance appraisal of the dual enrollment instructor according to the current District contract and Florida state law.

5. Coordinate with the College for formal program assessment and evaluation to include a yearly evaluative report describing student performance, student progression, and operational benchmarks of process.

The College Shall:

1. Monitor adherence to dual enrollment faculty submission of required syllabi, final exams, and other required assignments.

2. Evaluate submitted documents and provide feedback/approval within two (2) weeks for syllabus submissions and four (4) weeks for other submitted documents.

3. Perform classroom visitations and conduct dual enrollment evaluations which conform to standards for adjunct faculty on the College campus. Newly credentialed dual enrollment faculty will be observed in the fall.

4. Provide feedback to the instructor on classroom visitations/evaluations within four (4) weeks following the date of visitation.

5. Provide information on classroom visitation to the Office of Dual Enrollment for purposes of program level evaluation and improvement.

6. Provide mentoring to dual enrollment faculty.

7. Provide SBBC with information on the process for student submission of online instructional evaluation.

H. Student Performance, Grades, and Appeals

SBBC Shall:

1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
    a. for classes offered at the high school site, the grading may include a mid-term grade consistent with the Baker County Schools nine (9) weeks reporting schedule for the participating high schools and
    b. there is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.

2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.

3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.

4. Ensure dual enrollment faculty electronically post course gradebook items in the Canvas course shell provided for each course section and post final course grades in the College's student information management system by the designated dates for each academic term. Instructors who fail to post course gradebook items or submit final course grades to FSCJ during the established online grading window will

receive a written warning for the first offense. Should there be a subsequent offense, they will not be permitted to continue to teach in the dual enrollment program.

5. Ensure the grades entered into the FSCJ and SBBC permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of two (2) weeks.

6. Ensure that students who have earned a grade of D, F, FN, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.

7. Ensure that students who have earned a grade of D, F, FN, or W in dual enrollment courses in a single semester and their parents are provided with full information regarding the student's ineligibility to take further dual enrollment courses.

8. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within one (1) week of the withdrawal.

9. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake MAT1033, MGF1106, MGF1107, and MAC1105 must retake the PERT to ensure proper advising and placement.

10. Provide students on the high school site with information on how to appeal a grade through a written request to SBBC, who will then review the appeal with the FSCJ Executive Director of Articulations for joint determination of further action. Students may need to submit an appeal in accordance with the college's student appeal process as outlined in the catalog.

The College Shall:

1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.

2. Review submitted gradebooks in the Canvas course shells from SBBC faculty to ensure alignment with submitted grades.

3. Ensure the Campus Dual Enrollment Coordinators securely deliver grades for courses taken on the College Campus to SBBC.

4. Develop a secure electronic file transfer protocol to send grades from the College system to SBBC.

5. Provide students enrolled in dual enrollment courses information on the student appeals procedure outlined in the college catalog if they wish to appeal a grade.

6. Process dual enrollment student grade appeals in a timeframe pursuant to College policy and procedure.

I. Student Advising

SBBC Shall:

1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
    a. student eligibility requirements criteria;
    b. the option for taking dual enrollment courses beyond the regular school year;
    c. the minimum academic credits required for graduation;
    d. the fact that dual enrollment grades are posted to a permanent college transcript;
    e. the consequences of grades of D, F, FN, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses; and
    f. the availability of services for students with disabilities who wish to participate in Dual Enrollment.

2. Provide academic advising to dual enrollment students regarding program and course selection:
    a. encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
    b. assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
    c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
    d. advise students taking college credit courses including those in Early Admission programs of the requirement to complete the 15 hour State mandated General Education "Core" courses prior to earning 24 total college credit hours.

The College Shall:

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.

2. Provide academic advising to dual enrollment students regarding program and course selection:
    a. assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
    b. assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
    c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
    d. advise students taking college credit courses including those in Early Admission and Early College programs of the requirement to complete the 15 hour State mandated General Education "Core" courses prior to earning 24 total college credit hours.

3. Provide access to advisement throughout the year with campus dual enrollment coordinators and Student Success advisement staff.

4. Provide information to students regarding the requirement for self-identification of disabilities to the College's Disabilities Office in order to obtain services and accommodations.

J. Student Costs and Fees

Consistent with provisions of Florida Statute s.1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of this plan shall not be charged registration, tuition, technology, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:

1. art supplies;
2. aviation flight fees;
3. automotive tools;
4. culinary equipment;
5. health care uniforms;
6. fees for dissection or other science consumables required for science courses; and
7. other consumables which will be identified by the college in collaboration with District prior to student enrollment.

Students will be responsible for paying the transcript request fee standard for all students of the College (charged per transcript) if they wish to have a copy of their

College transcript or wish to have a transcript sent from the College to other postsecondary institutions.

K. Instructional Materials

In accordance with s.1007.271 F.S., instructional materials, including digital integrated course materials, for dual enrollment courses shall be made available to public high school students free of charge. Payment for course textbooks shall be made in accordance with the following guidelines set forth below. Tangible instructional materials shall be the property of the governing board of the purchaser.

To reduce cost of instructional materials, use of open resource materials will be encouraged, followed by textbook rental options where available.

SBBC Shall:

1. Pay for textbooks and other instructional materials required for dual enrollment students. All tangible textbooks purchased by SBBC are the property of SBBC.

2. Encourage courses taught on the high school sites to use open resource course shells when available.

3. Ensure student access to the technology required to fully use open resource course shells provided by the College.

   Charter schools: SBBC is not responsible for costs for textbooks or other instructional materials for Charter schools.

   Home school students will be provided textbooks and other instructional materials through a College process.

The College Shall:

1. Make available to SBBC any open resource course shells developed by FSCJ free of cost provided students are guaranteed access to the appropriate technology required to fully use them.

2. Provide course shell orientation to any SBBC faculty using FSCJ open resource shells to maximize effectiveness of resources.

L. Transportation

Unless specifically provided for a designated program by SBBC, students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

M. Cost Sharing

In accordance with HB 5101 amending 1007.271 F.S. school districts are required to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) for the fall and spring terms, to pay only the costs of salary and benefits when instruction at the high school site is offered by a postsecondary instructor, but are not required to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors.

SBBC Shall:

1. Compensate SBBC personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.

2. Compensate FSCJ per the current cost of adjunct faculty instruction, for the costs of College instructional personnel, who teach at the high school campus at SBBC request.

3. Compensate FSCJ at the current rate of instruction, for any college campus class specifically requested by SBBC for targeted groups of dual enrollment students.

4. Remit payment for college campus tuition.

The College Shall:

1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus course if there are more than 16 SBBC dual enrollment students and the course was not specifically requested by SBBC.

2. Provide SBBC with rates of instruction on an annual basis.

3. Invoice SBBC for any class taught on the high school site by an FSCJ faculty member (full-time or adjunct) at the request of SBBC.

4. Submit to SBBC an invoice for tuition at the rate of $71.98 per credit hour for all college credit courses Dual Enrollment and Early Admission students take through an FSCJ Campus/Center during the fall or spring term.

5. Submit to SBBC an invoice for tuition at the rate of $2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied technology diploma (PSAV) taken by Dual Enrollment students on the college campus during the fall or spring semesters.

N. Teacher Preparation and In-Service Training

FSCJ and SBBC will partner to provide teacher preparation and in-service training to District teachers and counselors to assist them in increasing the success of students in postsecondary education.

SBBC Shall:

1. Designate a day during the fall term professional development period for a comprehensive dual enrollment orientation/training for all prospective dual enrollment teachers.

2. Support SBBC teachers participating in required professional development training offered by FSCJ.

3. Support school counselors and other dual enrollment support personnel attendance at professional development activities offered by the College.

The College Shall:

1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams.

2. Offer SBBC teachers and guidance staff access to workshops on the use of technology in instruction as well as other courses offered by the Academy for Professional Development.

3. Offer recertification courses for SBBC teachers.

4. Offer in-service for SBBC school counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success.

O. Data Sharing and Program Evaluation

The FSCJ Executive Director of Articulations and SBBC shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for sharing data for the purpose of state reporting and program improvement. Each party agrees to protect the rights of students with respects to records created, maintained and used by each Party in accordance with state and federal law.

Shared data will be used to produce an annual evaluation report on implementation. The report shall include:

1. number and percentage of high school student participants by school, program type, and course;
2. agreed-upon demographic data;
3. student course performance; and
4. program improvement actions.

In alignment with the 2007 Council of Presidents' Statement of Standards, the following assessment and accountability measures will be established:

1. FSCJ will share statewide and specific research on dual enrollment student progression and
2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

FSCJ
Florida state college at Jacksonville

Dual Enrollment Academic Advising Early College Associate in Arts Degree
(Fall 2015 and later)

Name: _____ EMPL ID _____ High School: _____

Anticipated Major: _____

Potential Transfer Colleges/Universities: _____

Note:
1. Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences and social/behavioral sciences. Per Florida State Statute 1007.25(3): At least one course in each of the five discipline areas shall be identified as a state core course option. Courses identified with an asterisk (*) are designated as state core courses, accepted as general education at all state colleges and universities. A grade of "C" or better is required in all general education courses.
2. General Education: 36 Core Credits + 24 Elective Credits = 60 credits.

Enrolled	Completed (C or higher)	I. COMMUNICATION (9 credit hours – 3 credit hours from each category)			FSCJ DE Coordinator Notes
Category A					
		*ENC1101	English Composition	3	
		*ENC1101C**	English Composition I Enhanced	4	
Category B					
		ENC 1102	Writing About Texts	3	
Category C					
		SPC2017	Intro to Speech Communication	3	
		SPC2065	Speech Communication for Business	3	
		SPC2608	Fundamentals of Public Speaking	3	

**This course includes one credit hour of supplemental lab instruction that will count toward the 24 hours of Associate in Arts electives.

Projected Term	Enrolled	Completed (C or higher)	II. HUMANITIES (6 credit hours – choose one course from Category A AND one course from Category A or B) *At least one course must have an HUM Prefix			FSCJ DE Coordinator Notes
Category A						
			*HUM2020	Topics in the Humanities	3	
			*ARH2000	Arts in the Humanities	3	
			*PHI2010	Philosophy in the Humanities	3	
			*MUL2010	Music in the Humanities	3	
			*LIT2000	Literature in the Humanities	3	
			*THE2000	Theatre in the Humanities	3	
Category B						
			HUM2210	Humanities: Prehistory to the 15th Century	3	
			HUM2230	Humanities: Mainstream of Cultures 15th to 20th Century	3	
			HUM2250	Humanities: 20th & 21st Century Cultural Perspectives	3	
			HUM2410	Humanities of Asia	3	
			HUM2450	Humanities in the Americas	3	
			DAN2100	Dance in the Humanities	3	
			AML2010	American Literature: Colonial Times to 1900	3	
			AML2020	American Literature: 1865 to Present	3	
			ARH2050	Art History from Prehistory to 15th Century	3	
			ARH2051	Art History from 15th to 21st Century	3	
			ENG2100	Film Studies	3	
			ENL2100	English Literature to 1750	3	
			ENL2022	English Literature since 1750	3	
			LIT2100	Great Ideas in World Literature	3	
			PHI2603	Introduction to Applied Ethics	3	
			PHI2600	Moral and Political Philosophy	3	
			REL2000	Religion in the Humanities	3	
			REL2300	World Religions	3	

FSCJ
Florida State College at Jacksonville

Dual Enrollment Academic Advising Early College Associate in Arts Degree
(Fall 2015 and later)

Option 1: Choose one course from Category A (Biological Sciences) and one course from Category B (Physical Sciences). One must have a laboratory credit associated with it. These courses are listed with a "C" or an "L" following the course number.

Option 2: Choose one pair of courses from Category C – Biological Sciences and Physical Sciences.

****ISC1075 may fulfill the requirement in either area, but not both.**

Tips from your FSCJ DE Coordinators:
When selecting science courses please consider the following suggested courses based on your anticipated major — see notes in Category C.

Category A (Biological Sciences)						
			BOT1010C	Botany	4	
			***BSC1005**	**Life in its Biological Environment**	3	
			BSC1005L	Biology Lab	1	
			***BSC2010C**	**Principles of Biology I**	4	
			BSC2011C	Principals of Biology II	4	
			BSC2020C	Human Biology	4	
			BSC2050	Biology of Environmental Systems	3	
			***BSC2085C**	**Human Anatomy and Physiology I**	4	
			BSC2086C	Human Anatomy and Physiology II	4	
			**ISC1075	Principles of Science and Investigation	3	
			MC2010C	Microbiology	4	
			OCB2000C	Fundamentals of Marine Biology	4	
			ZOO1010C	General Zoology	4	
Category B (Physical Sciences)						
			***AST1002**	**Introduction to Astronomy**	3	
			AST1002L	Astronomy Laboratory	1	
			***CHM1020**	**Chemistry for Liberal Arts**	3	
			CHM1025C	Introduction to General Chemistry	4	
			CHM1032C	Principles of General Chemistry	4	
			***CHM2045C**	**General Chemistry and Qualitative Analysis I**	4	
			CHM2046C	General Chemistry and Qualitative Analysis II	4	
			***ESC1000**	**Earth and Space Science**	3	
			ESC1000L	Earth and Space Science Lab	1	
			GLY1010C	Physical Geology and Laboratory	4	
			**ISC1075	Principles of Science and Investigation	3	
			***EVR1001**	**Introduction to Environmental Science**	3	
			OCE2001	Survey of Oceanography	3	
			OCE2001L	Survey of Oceanography Lab	1	
			***PHY1020C**	**Physics for Liberal Arts with Laboratory**	3	
			***PHY2048C**	**Physics I with Calculus**	4	
			PHY2049C	Physics II with Calculus	4	
			***PHY2053C**	**General Physics I**	4	
			PHY2054C	General Physics II	4	
			PSC1341	Physical Science	3	
Category C (Biological Sciences and Physical Sciences PAIRS)						
			***BSC2085C**	**Human Anatomy and Physiology I**	4	for nursing majors and allied health majors
			and BSC2086C	Human Anatomy and Physiology II	4	
			***BSC2010C**	**Principles of Biology I**	4	for Biology majors and most pre-med programs
			and BSC2011C	Principals of Biology II	4	
			***BSC2010C**	**Principles of Biology I**	4	for some allied health majors
			and BSC2020C	Human Biology	4	
			***CHM2045C**	**General Chemistry and Qualitative Analysis I**	4	for chemistry majors and some pre-med programs
			and CHM2046C	General Chemistry and Qualitative Analysis II	4	
			***PHY2048C**	**Physics I with Calculus**	4	for physics and engineering majors
			and PHY2049C	Physics II with Calculus	4	
			***PHY2053C**	**General Physics I**	4	for some pre-med majors
			and PHY2054C	General Physics II	4	

FSCJ
Florida State College at Jacksonville

Dual Enrollment Academic Advising Early College Associate in Arts Degree
(Fall 2015 and later)

Projected Term	Enrolled	Completed (C or higher)	IV. MATHEMATICS (6 credit hours – choose any two from the following)			FSCJ DE Coordinator Notes
Tips from your FSCJ DE Coordinators: When selecting mathematics courses please consider the following suggested courses based on your anticipated major — 1. Mathematics: MAC1105 and MAC1147 if you meet the criteria OR MAC1114 and MAC1140. 2. Science: MAC1105 and MAC 1147 OR STA2023. 3. Psychology and Sociology: MGF1106 and STA2023 4. Other majors: MGF1106 and MGF 1107 OR other strong math students may wish to take MAC1105 and SAT2023						
			***MAC1105**	**College Algebra**	3	
			MAC1114	College Trigonometry	3	
			MAC1140	Precalculus Algebra	4	
			MAC1147	Precalculus Algebra and Trigonometry	5	
			MAC2233	Calculus for Business and Social Studies	3	
			***MAC2311**	**Calculus with Analytic Geometry I**	4	
			MAC2312	Calculus with Analytic Geometry II	4	
			MAC2313	Calculus with Analytic Geometry III	4	
			MAP2302	Differential Equations	3	
			***MGF1106**	**Topics in College Mathematics**	3	
			***MGF1107**	**Explorations in Mathematics**	3	
			***STA2023**	**Elementary Statistics**	3	

Projected Term	Enrolled	Completed (C or higher)	V. SOCIAL AND BEHAVIORAL SCIENCES (9 credit hours – 3 credit hours for each category) *At least one course must come from the State Core (denoted with*)			FSCJ DE Coordinator Notes
Civic Literacy Requirement: Beginning in Fall 2018, all first-time-in-college Associate in Arts or baccalaureate degree-seeking students must demonstrate civic literacy competency prior to graduation either by successfully completing AMH2020 or POS2041 with a "C" or higher, or by achieving the standard score on one of the three approved assessments. **Date Civic Literacy Requirement Met:** _____ NOTE: Dual Enrollment students taking ECO 2013 for high school graduation must also take ECO 1931.						
Category A						
			AMH2010	United States History 1865	3	
			***AMH2020**	**United States History from 1865 to Present**	3	
			***POS2041**	**American Federal Government**	3	
			WOH1012	World History to 1500	3	
			WOH1022	World History since 1500	3	
Category B						
			AMH2070	History of Florida	3	
			AMH2092	African-American History/Culture (African Origins to 1877)	3	
			AMH2093	African-American History/Culture (1877 to Present)	3	
			***ANT2000**	**General Anthropology**	3	
			ANT2410	Cultural Anthropology	3	
			ANT2511	Physical Anthropology	3	
			ECO1931	Financial Literacy (to be taken with ECO 2013 only)	1	
			***ECO2013**	**Principles of Economics**	3	
			INR2002	International Relations	3	
			LAH2000	History of Latin America	3	
			POS2112	State and Local Government	3	
			WST2010	Introduction to Women's Studies	3	
Category C						
			DEP2004	Human Growth and Development	3	
			INP1390	Human Relations in Business and Industry	3	
			***PSY1012**	**General Psychology**	3	
			***SYG2000**	**Introductory Sociology**	3	
			SYG2010	Social Problems	3	
			SYG2340	Marriage and Family	3	

FSCJ
Florida State College at Jacksonville

Dual Enrollment Academic Advising Early College Associate in Arts Degree
(Fall 2015 and later)

Foreign Language Requirement

In accordance with Florida Statue 1007.25, A.A. degree-seeking students entering FSCJ or another Florida College System institution in 2014-2015 and thereafter must demonstrate competency in a foreign language. Competency is demonstrated by the completion of a minimum of eight semester hours in the same foreign language at the college level or by the completion of two high school credits in the same foreign language.

Courses are offered in Chinese (CHI1120 and CHI1121), French (FRE1120 and FRE1121), French Conversation (FRE2210 or FRE2211), Spanish (SPN1120 and SPN1121), Spanish Conversation (SPN 2210 or SPN 2211), German (GER1120 and GER1121), Latin (LAT11120 and LAT1121) and Brazilian Portuguese (POR1120 and POR1121) that fulfill this eight credit hour requirement. You may use Sign Language I and II (ASL1140 and ASL1150) to satisfy foreign language requirements, however, these courses may not count toward the requirements of the university.

Projected Term	Enrolled	Completed (C or higher)	Electives/Major Prerequisites (24 credit hours)		FSCJ DE Coordinator Notes
When choosing electives, refer to your intended transfer institution's prerequisite requirements for your intended major. Certain prerequisite courses may be required before you can transfer into a major at the junior level. Some major prerequisites may be used to meet the Associate in Arts General Education Requirements. The elective course options within the Associate in Arts degree consists of any combination of college-level courses or recommended/required courses for a specific upper-division major/or courses selected form the five core general education academic areas of general education: communication, humanities/social science, history, science and mathematics. Students are encouraged to pay careful attention to their major field of study and to the specific requirements of the institution to which they plan to transfer.					
			SLS 1103/IDS 1107	Strategies for Learning Success / Strategies for the Pursuit of Knowledge	

☐ I understand these are the requirements to complete the Associate of Arts degree, that I need to pass my current courses, and I need to plan my future schedule accordingly.

Name (print) Signature Date

FSCJ
Florida State College at Jacksonville

FLORIDA STATE COLLEGE AT JACKSONVILLE/BAKER COUNTY SCHOOLS
DUAL ENROLLMENT STUDENT CONTRACT

Success in dual enrollment college classes is dependent upon academic readiness, social maturity, and motivation. Students who choose to enter dual enrollment classes are subject to the same rules and regulations as other college students. Classes contain mature, adult students from diverse backgrounds, and life experiences. Additionally, course content is college level and may contain material, situations, and examples that may offend immature students. Students choosing to take college classes do so with the understanding that course rigor and content is intended for a mature, college-level student.

The high school student on the college campus experiences the same freedom and lack of direct supervision as any other college student; consequently, dual enrollment students are expected to conduct themselves as adults and follow both Baker County Public Schools' Code of Student Conduct and the College's Expectations for Student Conduct.

College course-level expectations include, but are not limited to the following:

- Students are expected to follow the guidelines in the course syllabus and retain that syllabus for reference.
- Students are expected to be in class on the first day and should attend all scheduled classes. Students may be assigned a grade of FN (Failure for Nonattendance) by the instructor for unexcused excessive absences.
- Students taking courses on the college campus are expected to have their texts and other course materials the first day of class.
- Two to three hours of homework or study should be completed for each hour spent in class.
- Assignment deadlines are firm.
- Students are expected to monitor their own progress in a course and to communicate regularly with their instructor if they have any questions about their progress or course material.
- Parents or guardians who have questions or concerns about their students' progress are subject to FERPA requirements and should direct their questions to the College Dual Enrollment Office and not to the course instructor.
- Students who take classes on the high school sites will have their final exams and program level assessments returned to the college and held for a period of one calendar year.

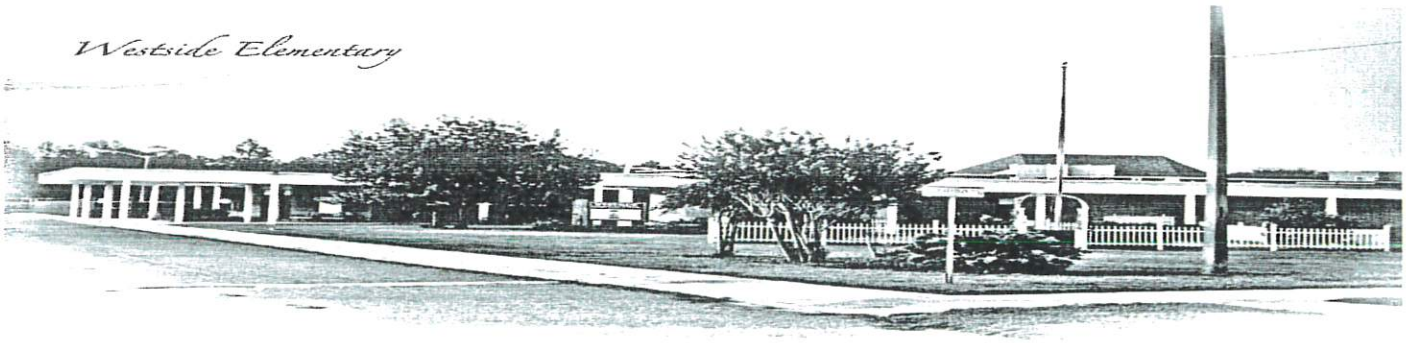
Program Level Requirements include, but are not limited to the following:

- Traditional Dual Enrollment students are limited to a maximum of 11 credit hours per fall or spring term.
- Early Admission students are limited to a maximum of 14 credit hours per fall or spring term.
- Final course grades of W (withdrawal), D, F, or FN, are permanent parts of a student's college transcript and may negatively impact transfer to other colleges and universities, scholarships, and eligibility for Federal Financial Aid.
- A grade of W, D, F or FN or assignment of NA (drop for nonattendance) in a single term will remove student eligibility for dual enrollment.
- Once a schedule has been entered for a semester, there will be no changes to the schedule unless a class is cancelled.
- Students whose college GPA drops below 2.0 or whose cumulative unweighted HS GPA drops below 3.0 will lose eligibility for participation.
- Students must complete the 15 credit hours of "State Core" General Education prior to attaining a total of 24 college credit hours.
- To drop or withdraw from a course, the student, parent, and high school designee must submit the appropriate documentation prior to the deadline.
- Students who violate the SBBC Code of Student Conduct or the College's Expectations for Student Conduct (including Academic Dishonesty) are subject to disciplinary action. Depending on the offense, this may include, but is not limited to, assignment or course failure, and suspension or removal from the dual enrollment program. Students are entitled to the College's Appeal Process in such circumstances.
- **Students are not permitted to independently perform any registration activity. Any student found in violation will not be allowed to continue in dual enrollment for subsequent terms.**
- Students may be asked to participate in educational research deemed exempt by the College's Institutional Research Board. This may include studies involving surveys and normal educational practices.

Students and Parents are expected to read the complete information regarding the dual enrollment program available in the Dual Enrollment Student Handbook online.

I have read and understand the above expectations and requirements for participation in the FSCJ/DCPS Dual Enrollment Program.

Student Signature	Date	Parent/Guardian Signature	Date
FSCJ Dual Enrollment	Date	SBBC	Date



One Panther Circle • Glen St. Mary, FL 32040
Phone-904-259-2216 Fax: 904-259-5172
Debbie R. Fraser, Principal Kelley L. Murphy, Assistant Principal

July 20, 2022

Superintendent Raulerson and Board Members:

I am requesting school board approval for the yearbook and photography master agreement with Leonard's Photography for the 2022-2023 school year.

Thank you for your consideration.

Sincerely,

Debbie Fraser

Debbie Fraser

Leonard's — Photography ♦ Printing ♦ Publishing

A-1-20 REV 10/20

MASTER AGREEMENT

☑ Photography AND/OR ☑ Yearbook

Leonard's will exclusively provide the above service for entire school term. Students are under no obligation to purchase. Customers purchasing photography packages must be completely satisfied or their money will be cheerfully returned.

ALL AGREEMENTS SUBJECT TO STUDIO APPROVAL

School Westside Elementary School ($100 Pride new school) New School ☑

Street 1 Panther Circle

City Glen St. Mary State FL Zip 32040

County Baker District Baker

Phone (904) 259-2216 Fax

Track School ☐ Years of Contract First Year 2022 Last Year 2023

School Type Public School Level Early ES

Student Hours 9:00 AM To 3:00 PM **Grades** 1 To 3 Number of Classes 40

Enrollment Staff 80 Seniors Underclass 550

Prior Company LT

School Year 2022/23

20% Fall & Spring commission

Salesperson JenniferLlarenas

Principal's Name Deborah Fraser

Signed X Deborah Fraser (Please Print) Principal

Date 6/22/22

Principal E-mail deborah.fraser@bakerk12.org

Orders may be received for 10 days after distribution of the order forms. Commission is calculated on all of these orders when submitted promptly. All orders after the collection deadline should add shipping and handling to the package price. Special requests, non-conforming data, additional services, products, fees, extra photographers, extra items, reprints and retakes requested by the school will be subject to a charge that will be deducted from school commission or added to selling price. Commission is subject to a minimum sales participation. School agrees to distribute all marketing material provided by Leonard's. We reserve the right to add or modify options that may become available or change at a later date. Multi year contracts subject to adjustment in price and commission for changes in Consumer Price Index and operating results for previous year. Firm shooting dates cannot be given at this time. The exact date will be scheduled approximately 3 to 4 weeks in advance. See county requirements for early cancelation policy. Vendor shall be paid for services performed and completed under this Agreement up to the effective date of termination and for expenses (such as non-refundable travel expenses), which would be otherwise reimbursable under this Agreement and which Vendor had incurred prior to the effective date of termination.

Contract # C

30001

Contact & Date Information

A-3-16

School Westside Elementary School School Year 2022/23

County Baker Co District Baker Co

Grades From 1 **To** 3 **Number of Classes** 40

Student Hours From 9am **To** 3pm

Principal Deborah Fraser
Print Name

Email deborah.fraser@bakerk12.org

Contact Person for Student Data:

Name X Jacci Dietz

Email X jacquelin.dietz@bakerk12.org

Contact Person for Staff Data:

Name X Cathy Fletcher

Email X cathy.fletcher@bakerk12.org

Enrollment

Staff 80 Seniors _____ UnderClass 550

Description	Date	Description	Date
Fall Individual 3 cameras	8/31/22		
Class Groups 1 camera	8/31/22		
Fall Retakes 1 camera	10/7/22		
Spring Individuals 3 cameras	3/14/22		

Contract # C

30001

Leonard's

Photography | Printing | Publishing

Leonard's | P.O. Box 1928 | St. Augustine, Florida 32085-1928 | 1-800-962-5798 | www.leonards.com

YEARBOOK PRINTING AGREEMENT

A-11-21

The Customer has selected Leonard's to be their exclusive printer for the products and years identified below.
The Customer and Leonard's agree as follows: Leonard's and the Customer will work together to establish printing specifications, price, completion deadlines, and delivery dates. After this Printing Agreement is signed, Leonard's will invest in and allocate resources to help Customer with the creation and production of the Customer's printed products. Customer must meet the assigned deadlines in order to receive their final printed product by the delivery date identified below. Prices are based on on-time submission and do not include any extra charge items, late fees and/or rush charges that may apply. Prices will vary with number of copies, number of pages, cover applications and other extra charge items. All Printing Agreements subject to Leonard's home office approval.

Yearbook Printing Specifications

Copies 351 Pages 60 Paper ◉ 80# ○ 100#

Cover ◉ Soft ○ Hard | Board ◉ 100 ○ 120 ○ 160

Size ◉ 8.5x11 ○ 9x12 | Binding ◉ Standard ○ Smyth

Autograph Insert ☐ 4 Pages ☐ 8 Pages

Endsheets ○ N/A ◉ White ○ Other _____

Per Copy Cost $ 17.78

Other Print Specifications:
351-400 copies

Creation Process ◉ Online ○ InDesign/PDF

Total Printing Cost $ 6240.78

○ Plus Shipping ◉ Shipping Included

Dates

(MM/DD/YY) School Out Date _____

Estimated Delivery _____ Pages Due _____

Copy Count Due _____ Cover Art Due _____

Sales

○ Online, Leonard's Collect ○ Online Only

◉ Online, School Collect ○ School Collect Only

Online Offers ☑ Yearbooks ☑ Ads ☑ Image Share

☐ Name Stamp ☐ Icons ☐ Other _____

School's Yearbook Sell Prices

BTS $_____ Fall $_____ Winter $_____ Spring $_____
Start-9/30 10/1-11/30 12/1-2/14 2/15-End

School's Yearbook Ad Rates Ad Deadline _____

Full $_____ 1/2 $_____ 1/4 $_____ 1/8 $_____

Ad Type ☐ Student Recognition ☐ Business

Special Instructions

YB Pro: Kristi Carver kcarver@leonards.com

School Westside Elementary School

Delivery Address 1 Panther Circle

City Glen St. Mary State FL Zip Code 32040

Does school have a loading dock? ○ Yes ○ No

Yearbook Adviser X Deanna Boatright

Email X deanna.boatright@bakerk12.org Phone (904)259-2216

Deborah Fraser
Authorized **School** Representative Signature

Deborah Fraser
Printed Name

Principal
Title

6/27/22
Date

Jennifer Llarenas
Authorized **Leonard's** Representative Signature

Jennifer Llarenas
Printed Name

Sales Development Rep
Title

6.22.22
Date

Contract # C

30001

Baker County High School

Johnnie Jacobs
Principal

Steve Cannon
Vice-Principal

Denise Mann
Assistant Principal

Donna Gurganious
Assistant Principal

July 20, 2022

Dear Superintendent Raulerson,

The purpose of this communication is to request Baker County School Board approval to enter into a Virtual Learning Lab agreement with Florida Virtual School (FLVS). This agreement would allow for the Baker County High School to schedule students in FLVS courses while being served on campus at BCHS. The agreement would provide up to thirty ½ credits per semester for the 2022-2023 school year. The school district approved a similar agreement for the 2021-2022 school year and our students were very successful in the courses.

Thank you for your consideration of this request.

Sincerely,

Johnnie R. Jacobs
Principal, BCHS

" Preparing Individuals to be Lifelong Learners, Self-Sufficient, and Responsible Citizens of Good Character"

flvs

VIRTUAL LEARNING LAB AGREEMENT
by and between
FLORIDA VIRTUAL SCHOOL
and
THE SCHOOL BOARD OF Baker COUNTY, FLORIDA

This Virtual Learning Lab Agreement ("Agreement") is entered into by and between Florida Virtual School ("FLVS") and The School Board of Baker County, Florida ("District"), collectively referred to hereinafter as the "Parties" or "Party."

WHEREAS, FLVS is a corporate body and political subdivision of the State of Florida which serves a component of Florida's Early Learning-20 Education System; and

WHEREAS, the District is a corporate body and political subdivision of the State of Florida which governs and controls the above named School District; and

WHEREAS, the District desires to utilize FLVS services as a Virtual Learning Lab ("VLL"), providing an innovative learning solutions for students; and

WHEREAS, the Parties find the terms of this Agreement mutually beneficial and in the best interests of the students and families which they both serve.

NOW, THEREFORE, in consideration of the mutual covenants, terms, and conditions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

INCORPORATION OF RECITALS

The foregoing recitals are true, correct, and incorporated herein by reference.

1. **DEFINITIONS**

a) "Affiliate" means any person or entity directly or indirectly controlling, controlled by, or under common control of another person or entity. "Control" as used here means the legal, beneficial, or equitable ownership, directly or indirectly, of more than fifty (50%) of the aggregate of all voting interest in such entity.

b) "Authorized Third Parties" means any non-employee agent, representative, independent contractor, sub-contractor, or consultant of the District whose duties or services require or include access to or use of the Licensed Materials on behalf of or at the direction of the District.

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c) "Authorized Users" means District personnel directly employed by the District whose duties require or include access to or use of the Licensed Materials.

d) "Confidential Information" means (i) all information of either Party or its Affiliates or of third persons to whom the Party owes a duty of confidence that is marked confidential, restricted, or proprietary, or that may reasonably be considered as confidential from its nature or from the circumstances surrounding its disclosure; and (ii) the Licensed Materials.

e) "Data" means District information entered into the LMS or VSA to include, but not limited to, student, staff, school, and parent information.

f) "Intellectual Property" means proprietary commercial, industrial, and intellectual products and property (both tangible and intangible) as well as proprietary designs, information, processes, ideas, inventions, copyrights, trademarks, service marks, patents, trade secrets and other legal rights and privileges held by FLVS, including those associated with and/or arising from the Licensed Materials.

g) "Intellectual Property Rights" includes all worldwide intellectual and industrial property rights including all rights in each country to copyrights, trademarks, service marks, patents, inventions, industrial designs, trade secrets, trade dress, and all other proprietary rights.

h) "Learning Management Systems" or "LMS" means the software-based system ("Platform") that must be utilized to access the FLVS courses and course components.

i) "Licensed Materials" means the FLVS courses, course components, assessments, third-party components, Learning Management System (LMS), and Virtual School Administrator (VSA).

j) "Successful Completion" means any half credit enrollment which achieves a completed status with a final grade of "D" or better, issued by an FLVS instructor through the final grade report in the Virtual School Administrator.

k) "Virtual School Administrator" or "VSA" means the FLVS student information and registration system.

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2. LICENSE GRANT

FLVS grants to the District a restricted, non-exclusive, non-transferable license to use the Licensed Materials beginning as of the date upon which the Agreement is fully executed by both Parties and terminating pursuant to Section 3, "Term" of this Agreement. The District acknowledges and agrees that the Licensed Materials may only be accessed and used by Authorized Users and Authorized Third Parties for purposes of academic instruction and assessment of District students in accordance with this Agreement. Any other access or use of the Licensed Materials is strictly prohibited.

3. TERM

The term of this Agreement commences as of the date upon which it is fully executed by both Parties and ends on the term checked below (the "Term"). The District acknowledges that if the three (3) year term below is selected, the Successful Completion price will be subject to modification prior to the start of each academic school year at the sole discretion of FLVS.

District hereby agrees to accept said VLL Agreement for:

☑ one (1) academic school year term, July 1, 2022, through June 30, 2023

☐ three (3) academic school year terms, July 1, 2022, through June 30, 2025

4. DISTRICT OBLIGATIONS

The District shall:

a) Complete an accurate and timely (pursuant to Section 7, "Notice In Advance Of Start Date" of this Agreement), reservation in VSA to secure courses, subject to approval by FLVS.

b) Select academically appropriate courses by the dates set forth under Section 7, "Notice In Advance Of Start Date" of this Agreement for the following enrollment periods:

- Fall: May 31 to September 1.
- Spring: November 15 to January 31.
- Summer: April 1 to June 1.

c) Provide FLVS with a complete student information roster with the minimum data requirements (last name, first name, date of birth, gender, and grade level). Noncompliance with this provision will result in FTE reported by FLVS.

d) Designate a Virtual Learning Lab facilitator to monitor students. It is not required that the facilitator be a certified instructor.

e) Grant computer access to enrolled students, along with minimum technology required to utilize FLVS services[1].

f) Provide two-way long-distance communication access for FLVS Instructor – student phone calls.

g) Provide access to stakeholders involved in the success of the VLL for training and communications from FLVS.

h) Ensure parental notification of student's participation in the District VLL.

i) Report and collect the proper full-time equivalent ("FTE") student status, pursuant to Section 1011.61, Florida Statutes, associated with enrollments.

j) Uphold and support the FLVS policies regarding Academic Integrity set forth in Section 8, "Academic Integrity" of this Agreement by helping to minimize individual student violations and hold students accountable who do not follow FLVS and District policies relating to academic integrity.

5. FLVS OBLIGATIONS

FLVS shall provide to the District:

a) Appropriate training for the District VLL facilitator, including VLL support strategies.

b) Appropriate training for the District counselor(s) involved in the VLL.

c) Appropriate training for District administration related to the VLL.

d) A registration process specifically designed for VLL students.

e) Ongoing virtual and/or face-to-face support from an FLVS instructor, District Relations Manager, Blended Learning Specialist, and FLVS support staff.

f) Qualified, Florida state-certified instructors who will provide direct instruction using synchronous teaching methods.

[1] Said minimum requirements are set forth at https://www.flvs.net/student-resources/system-requirements.

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g) Evaluation and support of all members of the District VLL.

h) Progress monitoring tools at District, student, and school level.

i) Invoices for Successful Completions.

j) Data required for FTE reporting by the District to the Florida Department of Education.

6. FEES AND PAYMENT

FLVS will invoice the District three hundred and twenty-five dollars ($325.00) for each Successful Completion. The District shall pay the invoice within thirty (30) days of receipt of the undisputed invoice in accordance with the local Government Prompt Payment Act. Any fees associated with Advanced Placement and Industry Certification examinations will be the responsibility of the school or District reporting the FTE.

Invoice Schedule: District/School will be invoiced for enrollments that have completed during each billing cycle, identified by status "Completed" in VSA. The billing cycle is outlined in the table below.

Cycle	Enrollment Data Date Range	Invoice Sent On or Before
Cycle 1	July – October	November 30th
Cycle 2	November – February	March 31st
Cycle 3	March – June	June 30th
Cycle 4	True-up/Enrollments not captured in previous cycle	July 31st

Billing Contacts:

District Baker	**Florida Virtual School**
Name: Johnnie Jacobs	**Name:** Mihaela Brehoi
School/District Address: 1 Wildcat Drive Glen St. Mary, FL 32040	**Address:** 2145 Metrocenter Blvd. Suite 100 Orlando, Florida 32835* *After August 1, 2022, FLVS's address is: 5422 Carrier Drive, Suite 107, Orlando, FL 32819
Email: johnnie.jacobs@bakerk12.org	**Email:** mbrehoi@flvs.net
Telephone No.: 904-259-6995	**Telephone No.:** 407-513-3615

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7. **NOTICE IN ADVANCE OF START DATE**

The District shall provide FLVS with notice regarding the number of seats needed for the District VLL. Said notice shall contain a formal request of course(s) submitted via the VSA, and shall be submitted prior to the District VLL start date as follows:

1. two (2) to twenty-nine (29) students no less than ten (10) days; and
2. thirty (30) to one hundred forty-nine (149) students no less than thirty (30) days; and
3. one hundred fifty (150) or greater students no less than sixty (60) days' notice.

In addition to the notice described in this Section, the District shall provide FLVS with a list of registered students no later than ten (10) days prior to the District VLL start date.

Failure to comply with this subsection may result in one or more of the following, subject to FLVS' sole discretion: (1) a delay to the District VLL start date, (2) students may be enrolled in the FLVS Flex program, and any FTE sharing shall apply for students not enrolled in the District VLL, or (3) denial of future lab request(s).

8. **ACADEMIC INTEGRITY IN THE VLL**

To ensure the highest standards of academic integrity, FLVS instructors shall: (1) act as a resource for student questions, (2) submit various assignments into the Turnitin.com database, (3) coordinate any academic integrity issues with the lab facilitator, their Instructional Leader, and Academic Integrity Support Personnel, (4) verify student mastery of content through Discussion-Based Assessments and authentic assessments, and (5) convey incidents and consequences to the District VLL student(s) and facilitator(s).

District facilitators shall: (1) provide supervision through close proximity while circulating the lab, (2) encourage students to seek support from FLVS Instructors, (3) encourage student to seek support from the facilitator, (4) discourage inappropriate collaboration of students, (5) ensure students are provided with appropriate equipment and that the equipment is not shared by students who are actively working in the same FLVS coursework, (6) require that students protect their password information and coursework, (7) protect students' user names, passwords, and other private information, (8) adjust seating arrangements to help promote students' integrity, (9)

communicate with the student, FLVS Instructor and Academic Integrity Investigator with regards to concerns and consequences.

9. TERMINATION

This Agreement may be terminated by:

a) either Party without cause upon delivery of written notice of intent to terminate this Agreement provided to the other Party not less than thirty (30) days prior to the effective date of such termination, subject to Section 10, "Termination for Convenience" of this Agreement; or

b) written agreement executed by both Parties; or

c) FLVS at any time if the District, upon notice by FLVS and expiration of a five (5) day opportunity to cure period, fails to perform any duties or covenants of this Agreement; or

d) the District at any time if FLVS, upon notice by the District and expiration of a ten (10) day opportunity to cure period, fails to perform any duties or covenants of this Agreement.

10. TERMINATION FOR CONVENIENCE

Anything to the contrary notwithstanding, District may terminate this Agreement without cause and for convenience with thirty (30) days prior written notice to FLVS prior to the end of the current term. In the event of a termination for convenience, District shall pay FLVS for all services properly and fully rendered prior to the date of termination. In the event of such termination, the Parties—by mutual written agreement—may extend the notice of termination period to one beyond the thirty (30) day notice period prescribed herein to ensure completion of services and/or to prevent any interruption of instruction and disruption of the delivery of services to the students.

11. BACKGROUND SCREENING

FLVS agrees to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes. All FLVS personnel who: (1) are to be permitted access to District's school grounds when students are present, (2) will have direct contact with District's students, or (3) have access or control of District's funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. FLVS shall bear the cost of acquiring the background

screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to FLVS and its personnel. The Parties agree that the failure of FLVS to perform any of the duties described in this Section shall constitute a material breach of this Agreement entitling District to terminate immediately with no further responsibilities or duties to perform under this Agreement. To the extent permitted by law, FLVS agrees to indemnify and hold harmless District, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting in FLVS's failure to comply with the requirements of this Section or with Sections 1012.32 and 1012.465, Florida Statutes. Nothing herein shall be construed as a waiver by District's or FLVS of sovereign immunity or of any rights or limits to liability or damages existing under Section 768.28, Florida Statutes.

12. INTELLECTUAL PROPERTY RIGHTS

The District acknowledges and agrees that all FLVS content, software, courses, graphics, pictures, documents, licenses, designs, and materials, and any and all derivatives thereof (collectively, "Works") made available to the District pursuant to this Agreement are protected via copyrights, trademarks, service marks, patents, trade secrets, and/or other proprietary laws and/or regulations, and FLVS retains all right, title, and interest in and to the Works. The District further acknowledges that it has no ownership of or proprietary interest in the Works except as expressly granted in this Agreement.

Absent the express written authorization by and consent of FLVS, the District will not sell, license, sublicense, lease, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create the Works or any other component of the Licensed Materials. Further, the District will not take or knowingly permit any action or omission that jeopardizes or impairs FLVS's rights in the Works or Licensed Materials. For instance, the District will not: (a) disassemble, reverse compile, reverse engineer, or otherwise attempt to discover the source code of or trade secrets embodied in the Works; (b) transfer, assign, distribute, rent, sell, or grant sublicenses to or otherwise make available the Works or any element thereof to any third parties; (c) embed or incorporate in any manner the Works or any element thereof

into other applications or products belonging to and/or utilized by the District; (d) use or transmit the Works in violation of this any state or federal law or regulation applicable to the terms of this Agreement or the Licensed Materials; (e) access, use, or copy any portion of the Works (including any component of its logic, structure, and architecture) to develop, promote, distribute, sell, or support any other product or service; or (f) remove, obscure, or alter any FLVS symbol, copyright notice, mark, name, logo, tagline, or other similar designation displayed on or through any portion of the Works.

13. CHILDREN'S ONLINE PRIVACY PROTECTION ACT ("COPPA")

The District shall be responsible for ensuring full compliance with COPPA and all rules promulgated thereunder.

14. SOFTWARE SECURITY

The District will ensure all reasonable measures are taken to protect the Licensed Materials from any unauthorized use. District shall strictly limit access to the Licensed Materials to Authorized Users and Authorized Third Parties. FLVS will ensure all reasonable measures are taken to protect the District Data while in use at the FLVS site. Reasonable measures are defined as the District Data being stored on a secure server in a secured building behind an internet firewall with role-based level password protection for all access to such Data.

15. DATA/SECURITY BREACH

The Parties acknowledge their respective obligations to comply with all data privacy laws, including Section 501.171, Florida Statutes. Upon knowledge of a data security breach, the breached Party shall notify the other Party immediately, and in no event later than thirty (30) days following a determination of a breach of data security involving the other Party's data. Additionally, each Party shall fully cooperate with the other regarding their respective statutory obligations with respect to security breaches, including all statutory and regulatory notification requirements.

16. E-VERIFY

In accordance with Section 448.095, Florida Statutes, the Parties shall utilize the U.S. Agency of Homeland Security's E-Verify system, https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement.

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17. THIRD PARTY REQUIREMENTS

The District is solely responsible for ensuring that the Licensed Materials/FLVS courses meet the requirements of any third-party organization that the District seeks to satisfy. For example, the National Collegiate Athletic Association ("NCAA") has specific guidelines regarding the acceptance of distance learning or credit recovery courses for student athletes. The District accepts responsibility for these criteria to the extent that it uses the Licensed Materials for students who desire to meet NCAA eligibility criteria. Similarly, the District is responsible for completing any College Board audit procedures required with respect to any Advanced Placement ("AP") courses if the District intends to offer any Licensed Materials courses as AP courses.

18. WARRANTIES OF FLVS

FLVS warrants that all components of the Licensed Materials shall be free from claims of patent, copyright, and trademark infringement. Notwithstanding any other provision of this Agreement, FLVS shall, to the extent permitted by law, indemnify and hold harmless the District, its officers, directors, employees, agents, assigns, and servants from and against any and all liability, including expenses, legal or otherwise, for actual or alleged infringement of any patent, copyright, or trademark arising or resulting from use of the Licensed Materials.

If a component of the Licensed Materials becomes or is likely to become the subject of an infringement claim, FLVS may, at its option and expense: (a) procure for the District the right to continue using such component; (b) replace or modify the affected component so it becomes non-infringing and remains functionally equivalent; or (c) require the return of the affected component, allow the District to return other components intended to operate with the affected component, and refund to the District that portion of the license fees attributable to the returned product, prorated in accordance with the unused portion of the term.

19. CONFIDENTIAL INFORMATION

To the extent permitted by law, each Party agrees to maintain the Confidential Information of the other Party. For the purposes of this Agreement, FLVS is hereby designated a school official for the purposes of receiving confidential student information and District Data. FLVS acknowledges and agrees that it will not disclose

the confidential student information to any other person or entity and will only use the confidential student information for the purposes of this Agreement and for no other purpose. Upon the termination or expiration of this Agreement, FLVS shall maintain the confidential student information for the time period required by Florida law.

As FLVS may receive District Data that is otherwise confidential, FLVS shall fully comply with the requirements of Sections 1002.22 and 1002.221, Florida Statutes, the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, and the federal regulations issued pursuant thereto (34 CFR Part 99); and any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records.

20. ACCOMMODATIONS FOR STUDENTS WITH EXCEPTIONALITIES

The District is responsible for complying with all federal and state requirements, including IDEA and Section 504 in connection with its use and implementation of the Licensed Materials. Furthermore, the District is responsible for providing any required services to support and accommodate students with special needs. The District acknowledges that virtual learning programs are not appropriate for all students, and it is the District responsibility to ensure that its delivery and implementation of the Licensed Materials is appropriate for each participating student. FLVS will not be responsible to make such a determination and is not required to make any associated modifications to the Licensed Materials.

21. ENGLISH LANGUAGE LEARNER STUDENTS

The District is responsible for providing appropriate equal access to all students, including ELL students. It is also responsible for ensuring compliance with the Florida META Consent Decree and other federal and state laws and regulations in connection with its use and implementation of the Licensed Materials.

22. PUBLIC RECORDS NOTICE

The Parties are required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of their duties under this Agreement. Accordingly, the Parties shall:

a) Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under this

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Agreement ("Agreement Data") which come within the definition of a "public record" under Chapter 119, Florida Statutes.

b) Provide to each other, upon request and free of charge, a copy of each record which either Party seeks to produce in response to a public records request.

c) Ensure that Agreement Data that are considered exempt under Chapter 119, Florida Statutes, are not disclosed except as authorized by law.

d) Upon completion of their obligations under the Agreement, transfer to each other, at no cost, all Agreement Data in their possession or otherwise keep and maintain such data/records as required by law.

Either Party's failure to comply with the provisions set forth in this Section shall constitute a default and material breach of this Agreement, which may result in immediate termination by the non-breaching Party without penalty to them.

IF THE DISTRICT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR THE DISTRICT DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, THE DISTRICT SHALL CONTACT FLVS's CUSTODIAN OF PUBLIC RECORDS AT 2145 METROCENTER BOULEVARD, SUITE 100 ORLANDO, FLORIDA 32835,* OR AT 407-513-3325, OR AT: custodianofrecords@flvs.net. IN TURN, IF FLVS HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, FLVS SHALL CONTACT THE DISTRICT CUSTODIAN OF PUBLIC RECORDS AT [business/street address]: 270 South Blvd East Macclenny, FL 32063 **OR AT [phone number]:** 904-259-0401 **OR AT [email address]:** amy.sapp@bakerk12.org

***After August 1, 2022, FLVS's address is: 5422 Carrier Drive, Suite 107, Orlando, FL 32819.**

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23. RESERVATION OF SOVEREIGN IMMUNITY

FLVS and the District acknowledge and affirm the limited waiver of sovereign immunity as to tort claims arising from the negligent or wrongful conduct of an officer or employee as specified in Section 768.28, Florida Statutes. Subject to and within the limitations of Sections 163.01 and 768.28, Florida Statutes, FLVS and the District agree to be responsible only for such claims and damages caused by the actions or inaction of their own respective officers and employees while functioning within the scope of their official duties. Nothing herein shall be construed or interpreted as an agreement by one Party to indemnify the other, nor as an obligation to or consent to be sued by a third party. Furthermore, nothing herein shall be construed or interpreted as an agreement by either Party to waive the monetary limitations (*i.e.*, "statutory caps") of liability set forth in Chapters 163 and 768, Florida Statutes.

24. INDEMNIFICATION

To the extent permitted by law, FLVS and District hereby acknowledge their respective entitlement to sovereign immunity and the limited waiver of sovereign immunity as to certain tort and negligence claims pursuant to Section 768.28, Florida Statutes. Nothing herein shall be construed as a waiver of any such immunity nor as an agreement by either Party to indemnify or defend the other. Furthermore, nothing herein shall be construed as an obligation of either Party to defend, sue, or consent to be sued by a third party. Rather, FLVS and District agree to be responsible only for such claims and damages caused by the tortious or otherwise negligent action or inaction of their own officers and employees while functioning within the scope of their official duties, and their respective liability for such damages shall be limited to the amounts set forth in Section 768, Florida Statutes.

25. FORCE MAJEURE

Neither Party to this Agreement shall be liable for delays or failures in performance under this Agreement resulting from acts or events beyond the reasonable control of such Party ("Force Majeure Event"), including acts of war, terrorism, acts of God, epidemic or pandemic, any police action of the federal, state, or local government, an earthquake, flood, embargo, riot, sabotage, labor dispute, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions. The

Party so affected, upon giving prompt notice to the other Party, shall be excused from such performance to the extent of such prevention, restriction, or interference; provided however, that the Party so affected shall take all reasonable steps to avoid or remove such cause of nonperformance and shall resume performance hereunder with dispatch whenever such causes are removed.

26. DISCLAIMERS AND OTHER LIMITATIONS OF LIABILITY

TO THE MAXIMUM EXTENT PERMITTED BY LAW AND EXCEPT FOR THE EXPRESS WARRANTIES HEREIN STATED, ALL INFORMATION, PRODUCTS, GOODS, AND/OR SERVICES PROVIDED BY OR THROUGH FLVS PURSUANT TO THIS AGREEMENT ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OR CONDITION OF ANY KIND. EXCEPT FOR THE EXPRESS WARRANTIES HEREIN STATED, FLVS SPECIFICALLY DISCLAIMS ALL OTHER WARRANTIES AND CONDITIONS WITH REGARD TO THE LICENSED MATERIALS, INCLUDING ALL IMPLIED WARRANTIES OR CONDITIONS OF MERCHANTABILITY, TITLE, OR FITNESS FOR A PARTICULAR PURPOSE.

THE LIABILITY OF FLVS IS LIMITED IN ACCORDANCE WITH FLORIDA LAW AND THE TERMS OF THIS AGREEMENT. TO THE MAXIMUM EXTENT PERMITTED BY LAW, IN NO EVENT WILL FLVS BE LIABLE FOR ANY SPECIAL, EXEMPLARY, DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, CONSEQUENTIAL DAMAGES TO THE DISTRICT OR TO ANY THIRD PARTY FOR LOSS OF USE, DATA, OR PROFITS ARISING OUT OF OR IN ANY WAY CONNECTED TO THIS AGREEMENT OR THE USE OR PERFORMANCE OF THE LICENSED MATERIALS. SUBJECT TO THE LIMITS SET FORTH IN SECTION 768.28, FLORIDA STATUTES, THE DISTRICT RECOVERY, IF ANY, SHALL BE LIMITED TO THE DISTRICT ACTUAL AND DIRECT DAMAGES AND THE MAXIMUM AGGREGATE AMOUNT OF ANY SUCH DAMAGES RECOVERABLE TO THE DISTRICT SHALL BE NO GREATER THAN THE SUMS PAID BY THE DISTRICT TO FLVS FOR THE LICENSED MATERIALS PURSUANT TO THIS AGREEMENT.

27. DISCLAIMER OF OTHER WARRANTIES AND CONDITIONS.

EXCEPT AS EXPRESSLY SET FORTH HEREIN, THERE ARE NO EXPRESS OR IMPLIED WARRANTIES OR CONDITIONS IN RELATION TO THE LICENSED

MATERIALS, SUPPORT, OR SERVICES THAT ARE THE SUBJECT MATTER OF THE AGREEMENT, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OR CONDITIONS OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, OR ANY OTHER IMPLIED WARRANTIES OR CONDITIONS ARISING BY LAW, OR FROM A COURSE OF DEALING OR USAGE OF TRADE. THE LIMITED WARRANTIES SET FORTH ABOVE GIVE DISTRICT SPECIFIC LEGAL RIGHTS. DISTRICT MAY HAVE OTHER RIGHTS, WHICH VARY FROM JURISDICTION TO JURISDICTION.

28. RELATIONSHIP OF THE PARTIES

At all times during the term of this Agreement, the Parties shall be considered independent contractors and not employees of each other, and nothing herein shall be deemed to create a joint venture or principal-agent relationship between the Parties. Neither Party is authorized to, nor shall either Party act toward third persons or the public in any manner that would indicate anything other than an independent contractor relationship with the other Party.

29. NO PRESUMED CONSTRUCTION AGAINST DRAFTER(S)

The Parties acknowledge that they have both had an opportunity to craft the terms and scope of this Agreement. Accordingly, each and every term of this Agreement shall be construed in accordance with the fair meaning of such term and there shall be no presumption against either Party for having drafted or participated in the drafting of this Agreement.

30. DESCRIPTIVE HEADINGS

The headings used herein are descriptive only and are not determinative as to the meaning or effect of any term of this Agreement.

31. BINDING EFFECT

This Agreement shall be binding upon and exclusively inure to the benefit of the Parties and their respective officers, employees, and authorized agents. The Parties do not intend for this Agreement to be binding upon or inure to the benefit of any other person, entity, or party.

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32. NOTICES

All notices, demands, and other communications required or permitted pursuant to this Agreement shall be provided in writing directed to the following contacts:

As to FLVS:

Larry Banks, Senior Director of Partner Services, Florida
Florida Virtual School
*2145 Metrocenter Boulevard, Suite 100
Orlando, FL 32835
Email: lbanks@flvs.net *and* procurement@flvs.net

With a copy to:

Office of General Counsel
Florida Virtual School
*2145 Metrocenter Boulevard, Suite 100
Orlando, FL 32835
Email: ogc@flvs.net

*After August 1, 2022, FLVS's address is: 5422 Carrier Drive, Suite 107, Orlando, FL 32819

As to the District:

Sherrie Raulerson, Superintendent of Schools
District Name Baker
Address: 270 South Blvd East
City/State: Macclenny, Fl 32063
Email: sherrie.raulerson@bakerk12.org

With a copy to:

Name/Title: Johnnie Jacobs
Address: 1 Wildcat Drive
City/State: Glen St. Mary, Fl 32040
Email: johnnie.jacobs@bakerk12.org

33. NO WAIVER

No delay or failure to act on the part of either Party in exercising any right, power, or privilege under this Agreement shall impair any such right, power, or privilege or constitute a legal waiver or acquiescence regarding any such right, power, or privilege. Nor shall any single or partial exercise of any right, power, or privilege arising from this Agreement preclude any other or further exercise thereof or the exercise of any other right, power, or privilege. No waiver shall be valid and enforceable against either Party

unless it is agreed upon in a writing that is authorized and signed by the Party against whom enforcement of such waiver is sought.

34. OPPORTUNITY TO CONSULT WITH COUNSEL

Each Party acknowledges that it had an opportunity to consult with counsel of their own choice regarding the development and drafting of this Agreement.

35. GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions.

36. DISPUTE RESOLUTION

The Parties agree that they will use their best efforts to settle any and all disputes arising out of or in connection with this Agreement, including disputes as to its validity, interpretation, performance, and alleged breach, prior to initiating any legal proceeding, whether judicial or administrative in nature.

37. PARTICIPATION IN SIMILAR ACTIVITIES

This Agreement in no way restricts FLVS or the District from participating in similar activities with other public or private agencies, organizations and individuals.

38. SEVERABILITY

The terms of this Agreement shall be severable such that, if any term herein is deemed unlawful, invalid, or unenforceable, such term shall not affect the validity and enforceability of any other terms of the Agreement.

39. EXECUTION

Each Party acknowledges that it has executed or caused the execution of this Agreement on its own behalf in reliance on their own judgment and without coercion, duress, or undue influence. Each person signing this Agreement on behalf of either Party individually warrants that each has full legal power to execute this Agreement on behalf of the Party for whom each is signing, and to bind and obligate such part with respect to all provisions contained in this Agreement. This Agreement may be executed via electronic signature and in counterparts, any one of which shall be deemed an original and all of which collectively shall be deemed a single instrument.

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40. ENTIRE AGREEMENT

This Agreement constitutes and contains the entire agreement and understanding between the Parties with respect to the subject matter herein and the terms of this Agreement supersede and replace any conflicting or inconsistent terms of any other agreement(s) between the Parties. Any amendment or modification of this Agreement and any waiver of its terms must be reduced to a writing which is authorized and signed by both Parties.

[Signatures follow on next page]

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[Signature page to Virtual Learning Lab Agreement between
Florida Virtual School and
The School Board of _____, County, Florida
Dated _____, 2022]

WHEREFORE, the Parties agree upon the foregoing terms and conditions of this Agreement and bind themselves to each other and to the covenants and promises herein stated through each of their authorized representatives/signatories below:

FLORIDA VIRTUAL SCHOOL

By *(Authorized Signature)*	Date

Printed Name and Title of Person Signing: Louis Algaze, Ph.D., Chief Executive Officer

Address: 2145 Metrocenter Blvd, Suite 100, Orlando, FL 32835*

*After August 1, 2022, FLVS's address is: 5422 Carrier Drive, Suite 107, Orlando, FL 32819.

Approved as to legal form and sufficiency by:

FLVS General Counsel (or authorized designee)

THE SCHOOL BOARD OF _____, COUNTY, FLORIDA

By *(Authorized Signature)*	Date

Printed Name and Title of Person Signing:

Address:

Approved as to legal form and sufficiency by:

School Board Attorney/Legal Counsel for The School Board of _____ County, Florida